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# The College Presidency 1900-1960

## An Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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# HIGHLIGHTS

1. More than 700 significant books, monographs, and magazine articles have been published in the 20th century which deal with the work of the college or university president—the prestige office of the American academic world.
2. More than half of these publications have appeared since 1940; almost a third of them since 1950.
3. The magazine articles are found in more than one hundred periodicals, about equally divided between professional and lay publications.
4. Almost half of these 700 publications are concerned with the duties and responsibilities of the president—to boards of control, business officers, librarians, faculty members, students, alumni, and the general public. A quarter of them deal with the qualifications and selection of a president.
5. Almost a quarter of these publications give information on personal factors—age, degrees, salary, tenure, and retirement—of college and university presidents.
6. Birth years are indicated for the authors of more than 80 percent of the publications for which there was personal authorship; death years for almost a third of them, who are no longer living.
7. Almost half of the publications of personal authorship were the work of men who are or who have been presidents of institutions of higher learning in the United States.

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# The College Presidency 1900–1960

## An Annotated Bibliography

Walter Crosby Eells, *Consultant*
Division of Higher Education
*and*
Ernest V. Hollis, *Director*
College and University Administration Branch
Division of Higher Education

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
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# *Foreword*

MEMBERS of governing boards and others responsible for the selection of college and university presidents, as well as administrators and members of the faculties, recurringly need bibliographical information on one aspect or another of the college presidency. Office of Education staff members and other students of higher education also need such a research tool for their daily work.

Dr. Harold W. Dodds, president emeritus of Princeton University, and Dr. Felix C. Robb, Dean of George Peabody College, for their *Study of the College and University Presidency*, sponsored by the Carnegie Corporation, asked Dr. Walter Crosby Eells to prepare a bibliography on the Presidency. They have made it available to this Office for publication. We acknowledge our debt to them and their sponsor.

Dr. Hollis and Dr. Eells have modified the original bibliography somewhat, and have expanded and updated it. They join me in the hope that it will prove to be a convenient aid to busy administrators and board members, as well as to students of higher educational administration.

HOMER D. BABBIDGE, JR.,
*Assistant Commissioner for Higher Education*

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# The College Presidency
# 1900–1960

## Introduction

THOUSANDS of books, monographs, proceedings, and articles have been published concerning colleges and universities in the United States. As guides to this extensive literature, many bibliographies in the field of higher education in general, or special aspects of it, have been prepared. These vary greatly in comprehensiveness, in recency, and in usefulness. Few of them include informative annotations. None of them covers satisfactorily the office of the president—the prestige office of the American college and university world.

The purpose of this bibliography is to supply this lack of information for the more than 2,000 institutions of higher education in the country, each of which has a chief administrative officer, usually designated as *president*. Information concerning almost 700 publications[1] in this restricted but important field, published during the 20th century, will be found in the present bibliography.

The bibliography is designed to include information on significant publications on the college president and his responsibilities—but in a restricted sense. Because the responsibility of the president covers all phases of the administration of the institution over which he presides, all these aspects of the administration of higher education should be included in a bibliography on the presidency. Such a bibliography, however, would be too extensive and unwieldly to be most useful for studies designed to cover more specifically the field of the presidency as such. This, then, is not a general bibliography on college and university administration. It is a bibliography on the *college presidency*. For a general bibliography on *Administration of Higher Education*, prepared by the authors, see entry No. 8, on page 9.

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[1] In addition to the 695 titles consecutively numbered, and analyzed in this introduction, five others were added in proof, Nos. 55a, 103a, 113a, 207a, and 450a, all published in 1960 or 1961, making a total of 700 titles actually included.

The aim has been to include only those publications from the general area of the administration of higher education which deal specifically, in whole or in part, with the responsibility of the president for special phases of administration. The extensive literature dealing with academic freedom in specific institutions (more than 400 titles since 1950 alone) has not been included, although many if not most of the publications in this controversial field usually have involved the president.

## Organization of Material

The body of the bibliography is divided into six major fields, with 14 subdivisions of two of them, as shown in the "*Contents.*" These major fields are as follows:

| *Field* | *Number* | *Percent* |
|---|---|---|
| I. Reference | 19 | 2.7 |
| II. General and Composite | 54 | 7.8 |
| III. Selection and Qualifications | 165 | 23.7 |
| IV. Personal Factors | 77 | 11.1 |
| V. Duties and Responsibilities | 328 | 47.2 |
| VI. Biography | 52 | 7.5 |
| TOTAL | 695 | 100.0 |

Thus it will be seen that information on personal factors, including age, degrees, salary, tenure, and retirement, make up almost one-quarter of the total number. Information on duties and responsibilities of the president (in general and to boards of control, business officers, librarians, faculty, students, alumni, and the general public) comprise almost half of the total number. No systematic effort was made to include in the final section all available biographical material that has been published in the 20th century. This section could have been greatly extended.

Each publication is listed only once in the bibliography—under that one of the six major topics or their subdivisions judged to be most appropriate. Numerous cross references, totaling more than 500, are indicated under most of the topics, when an entry covers two or more fields. Entries are arranged alphabetically in each section under the name of the author or editor. When two or more publications are credited to the same author, the arrangement is chronological. The index will enable the user to find all publications by any one author even though they have been placed in different sections.

## Annotations

The most important feature of the bibliography, in the judgment of the compilers, and that which required the greatest amount of time and professional judgment, is the annotations which accompany almost all of the entries. A title alone often gives little or no information concerning the nature and value of the contents. Whenever possible a brief quotation has been used when it was felt that it would best present succinctly the spirit and content of the original contribution. Such quotations will be found for a majority of the entries. A few entries, less than a half dozen in all, which were not available for examination, have been included on the basis of the title only. For many of the books, references are given to signed reviews, but no systematic effort has been made to make this feature complete.

## Authorship

A feature somewhat rare in bibliographies has been the systematic effort to give supplementary information concerning the author, particularly to indicate the institutional or other connection of the author of each article or book. Often it is quite significant to know not only *what* is said, but *who* said it. A writer's official position often adds significance to the information reported or the judgments expressed by him. Such information is particularly important regarding authors who are or have been college or university presidents—with whatever of professional knowledge and experience, or of possible professional bias, may be indicated by this fact.

Usually this information, when given, refers to the author's position at the time of publication of his contribution, as shown in connection with the book or article itself, but often additional information has been supplied, particularly when it involves earlier or later occupation of the presidency on the part of the author. More than 46 percent of the entries under personal authorship were written by men who are or have been presidents of institutions of higher education in the United States.

In a bibliography covering publications of more than a half century, birth years, and death years of those no longer living, have some interest and significance. It has been possible to secure birth years for the authors of more than 80 percent of the publications of personal authorship, and death years for almost a third of them. Others are known to have died, but dates of death could not have been easily found.

Only 4 percent of the authors are women, and none of these were college presidents. Not many women are presidents of colleges, although one study made 30 years ago of 600 liberal arts colleges found 50 women presidents. (See No. 59.) None of these, however, appear to have written anything regarding the office which they held.

## Dates of Publication

The dates of publication of the 695 entries in the bibliography may be summarized as follows:

| *Decade* | *Number* | *Percent* |
|---|---|---|
| 1900–1909 | 58 | 8.3 |
| 1910–1919 | 77 | 11.1 |
| 1920–1929 | 61 | 8.8 |
| 1930–1939 | 145 | 20.9 |
| 1940–1949 | 133 | 19.1 |
| 1950–1960 | 221 | 31.8 |
| Total | 695 | 100.0 |

Thus it appears that more than half of the publications listed have appeared in the past 20 years, almost a third of them during the past decade. No publications prior to 1900 have been included. This is a 20th century bibliography. It is far from complete, however, for the earlier years, only the more significant contributions being included before 1930. Thus one bibliography on the presidency (No. 13) lists 149 publications which appeared between 1900 and 1917. Only about a quarter of these are included in the present bibliography.

## Index

A comprehensive index includes the names of all individuals, institutions, organizations, and periodicals, not only those given in the citations but also in the annotations. It also includes many topics in greater detail than given in the topical organization of the volume.

# Periodicals Cited

FOLLOWING is a list of the periodicals cited in this bibliography, with abbreviations used for them, and place of publication.

*AAUP Bull.* American Association of University Professors Bulletin, Washington, D.C.

*AAUW Jour.* American Association of University Women Journal, Washington, D.C.

*Amer. Asso. Coll. Reg. Jour.* American Association of Collegiate Registrars Journal, Allentown, Pa. (College and University, after July 1947.)

*Amer. Mercury.* American Mercury, New York, N.Y.

*Amer. Quart.* American Quarterly, Philadelphia, Pa.

*Amer. Scholar.* American Scholar, Washington, D.C.

*America.* America, New York, N.Y.

*Asso. Amer. Coll. Bull.* Association of American Colleges Bulletin, Washington, D.C. (Liberal Education after 1958.)

*Atlantic.* Atlantic Monthly, Boston, Mass.

*Boston Transcript.* Boston Transcript, Boston, Mass.

*Bull. Texas Tech. Coll.* Bulletin of the Texas Technological College, Lubbock, Tex.

*Cath. Educ. Review.* Catholic Educational Review, Washington, D.C.

*Cath. Sch. Jour.* Catholic School Journal, Milwaukee, Wis.

*Cath. World.* Catholic World, New York, N.Y.

*Century.* Century Magazine, New York, N.Y.

*Christ. Cent.* Christian Century, Chicago, Ill.

*Christ. Educ.* Christian Education, New York, N.Y. (Christian Scholar with Vol. 36, 1953.)

*Christ. Educ. Mag.* Christian Education Magazine, Nashville, Tenn.

*Christ. Scholar.* Christian Scholar, New York, N.Y. (Christian Education before Vol. 36, 1953.)

*Coll. & Res. Lib.* College and Research Libraries, Chicago, Ill.

*Coll. & Univ.* College and University, Allentown, Pa. (American Association of Collegiate Registrars Bulletin before October 1947.)

*Coll. & Univ. Bus.* College and University Business, Chicago, Ill.

*Coll. Pub. Rel. Quart.* College Public Relations Quarterly, Washington, D.C.

*Commonweal.* Commonweal, New York, N.Y.

*Cornell Alumni News.* Cornell Alumni News, Ithaca, N.Y.

*Cosmopolitan.* Cosmopolitan, New York, N.Y.

*Current Lit.* Current Literature, Columbus, Ohio.

*Current Opinion.* Current Opinion, New York, N.Y.

*Detroit News.* Detroit News, Detroit, Mich.

*Dial.* The Dial, New York, N.Y.

*Diss. Abstracts.* Dissertation Abstracts, Ann Arbor, Mich. (Microfilm Abstracts before Vol. 12, 1952.)

*Educ.* Education, Boston, Mass.

*Educ. Adm. & Sup.* Educational Administration and Supervision, Baltimore, Md.

*Educ. Digest.* Education Digest, Ann Arbor, Mich.

*Educ. Forum.* Educational Forum, Tiffin, Ohio.

*Educ. Outlook.* Educational Outlook, Philadelphia, Pa.

*Educ. Record.* Educational Record, Washington, D.C.

*Educ. Review.* Educational Review, New York, N.Y.

*Forum.* The Forum, New York, N.Y.

*Golden Book.* Golden Book, New York, N.Y.

*Harpers.* Harper's Magazine, New York, N.Y.

*Harpers Bazaar.* Harper's Bazaar, New York, N.Y.

*Harpers Weekly.* Harper's Weekly, New York, N.Y.

*Harvard Educ. Review.* Harvard Educational Review, Cambridge, Mass.

*Higher Educ.* Higher Education, Washington, D.C.

*Ill. Teach.* Illinois Teacher, Springfield, Ill.

*Improv. Coll. & Univ. Teach.* Improving College and University Teaching, Corvallis, Oreg.

*Ind. & Eng. Chem. News Edn.* Industrial and Engineering Chemistry, News Edition, Washington, D.C.

*Independent.* Independent, New York, N.Y.

*Jour. Educ.* Journal of Education, Boston, Mass.

*Jour. Eng. Educ.* Journal of Engineering Education, Urbana, Ill.

*Jour. Higher Educ.* Journal of Higher Education, Columbus, Ohio.

*Jun. Coll. Jour.* Junior College Journal, Washington, D.C. and Austin, Tex.

*Lad. Home Jour.* Ladies Home Journal, Philadelphia, Pa.

*Lib. Educ.* Liberal Education, Washington, D.C. (Association of American Colleges Bulletin, before 1959.)

*Lib. Jour.* Library Journal, New York, N.Y.

*Life.* Life, New York, N.Y.

*Lit. Digest.* Literary Digest, New York, N.Y.

*McCall's.* McCall's Magazine, New York, N.Y.

*Miss. Val. Hist. Review.* Mississippi Valley Historical Review, Lincoln, Nebr.

*N.Y. Her.-Trib. Book Rev.* New York Herald-Tribune Book Review, New York, N.Y.

*N.Y. Times.* New York Times, New York, N.Y.

*N.Y. Times Book Review.* New York Times Book Review, New York, N.Y.

*N.Y. Times Mag.* New York Times Magazine, New York, N.Y.

*Nation.* The Nation, New York, N.Y.

*Nation's Schools.* The Nation's Schools, Chicago, Ill.

*NEA Jour.* National Educational Association, Journal, Washington, D.C.

*NEA Research Bull.* National Education Association Research Bulletin, Washington, D.C.

*New England Mag.* New England Magazine, Boston, Mass.

*New Republic.* The New Republic, New York, N.Y.

*New Yorker.* The New Yorker, New York, N.Y.

*Newsweek.* Newsweek, New York, N.Y.

*North Amer. Review.* North American Review, New York, N.Y.

*North Central Assoc. Quart.* North Central Association Quarterly, Chicago, Ill.

*Peabody Jour. Educ.* Peabody Journal of Education, Nashville, Tenn.

*Peabody Reflector.* Peabody Reflector, Nashville, Tenn.

*Personnel Jour.* Personnel Journal, Swarthmore, Pa.

*Phi Delta Kappan.* Phi Delta Kappan, Bloomington, Ind.

*PMLA.* PMLA, Publication of the Modern Language Association of America, New York, N.Y.

*Pop. Sci. Month.* Popular Science Monthly, New York, N.Y.

*Pride.* Pride, Washington, D.C.

*Quart. Jour. Univ. No. Dakota.* Quarterly Journal of the Uiversity of North Dakota, Grand Forks, N. Dak.

*Reader's Digest.* Reader's Digest, Pleasantville, N.Y.

*Review of Reviews.* Review of Reviews, New York, N.Y.

*S.F. Chronicle.* San Francisco Chronicle, San Francisco, Calif.

*Sat. Eve. Post.* Saturday Evening Post, Philadelphia, Pa.

*Sat. Review.* Saturday Review, New York, N.Y. (Formerly, Saturday Review of Literature.)

*Sat. Review Lit.* Saturday Review of Literature, New York, N.Y. (Later, Saturday Review.)

*Sch. & Soc.* School and Society, New York, N.Y.

*Sch. Review.* School Review, Chicago, Ill.

*Science.* Science, Washington, D.C.

*Scient. Month.* Scientific Monthly, Washington, D.C. (Merged with Science. January 1958.)

*Scribners.* Scribners Magazine, New York, N.Y.

*Springfield Republican.* Springfield Republican, Springfield, Mass.

*Teach. Coll. Record.* Teachers College Record, New York, N.Y.

*Technology Review.* Technology Review, Cambridge, Mass.

*Think.* Think, New York, N.Y.

*Time.* Time, The Weekly Newsmagazine, New York, N.Y.

*Trustee.* Trustee Magazine, Nashville, Tenn.

*Understanding the Child.* Understanding the Child, Lancaster, Pa.

*Univ. Admin. Quart.* University Administration Quarterly, New York, N.Y.

*Univ. Quart.* Universities Quarterly, London, England.

*Unpopular Review.* Unpopular Review, New York, N.Y.

*Vital Speeches.* Vital Speeches of the Day, New York, N.Y.

*Wisc. Jour. Educ.* Wisconsin Journal of Education, Madison, Wis.

*Yale News.* Yale News, New Haven, Conn.

# I. *Reference*

1. **BIGELOW, KARL WORTH**, 1898– . *Selected Books for the College and University Administrator.* New York: Bureau of Publications, Teachers College, Columbia University, 1958. 26 p. (*Author:* Professor of Higher Education, Teachers College, Columbia University.)

An annotated bibliography of 158 titles, arranged topically in eight main divisions and numerous subdivisions. Divisional headings: Reading for General Orientation, Reading Respecting the Purposes and Contemporary Character of Higher Education, Reading Relating to Organization and Administration. Reading Relating to Faculty, Reading Relating to the Instructional Program, Reading Relating to Students, Reading Relating to Financial and Business Problems, and Reading Relating to Public Relations and Fund-Raising. Earliest title, 1908.

2. **BURCKEL, CHRISTIAN E.**, 1898– . *ed. The College Blue Book.* Yonkers, N.Y.: Christian E. Burckel, 1959. xxxii, 1168 p. 9th ed.

Claims to be "the most comprehensive work of reference of American Higher and Secondary Education ever published." Gives names of presidents or administrative heads for 11,586 institutions of higher education and their subdivisions in the United States in June 1958, with highest degree held and year of appointment (p. 2–176); also alphabetical list of chief administrative officers of institutions of higher education (p. 1119–1133). Earlier editions, with similar data: first, 1924; second, 1928; third, 1933; fourth, 1939; fifth, 1947; sixth, 1950; seventh, 1953; eighth, 1956. Tenth edition planned for 1962, and triennially thereafter.

3. **CATTELL, JAQUES**, *and* **ROSS, E. E.** *Leaders in Education: A Biographical Directory.* Lancaster, Pa.: Science Press, 1948. 1208 p. 3d ed.

Consists of biographies of educational leaders, including principal university and college presidents, living in 1948. Also list of educators who died after publication of the 1941 edition. "It is to be hoped . . . that *Leaders in Education* can be published in the future at intervals of three years."—Preface. But unfortunately, none published since third edition.

*First edition.* J. McKeen Cattell, ed., 1932. 1037 p. Contains over 11,000 names.

*Second edition.* J. McKeen Cattell, Jaques Cattell, and E. E. Ross, editors, 1941. 1134 p. Contains about 17,500 names, also list of educators who died after publication of the 1932 edition.

4. **CHAMBERS, MERRITT MADISON**, *ed.*, 1899– . *Universities of the World Outside U.S.A.* 1st. ed. Washington: American Council on Education, 1950. xvii, 924 p. (*Author:* Staff member, American Council on Education, Washington, D.C.)

Contains the names, under a wide variety of titles, of the chief administrative officer in more than 1,200 institutions of higher education in 77 countries. No more editions will be published by the American Council on Education. Its publication, in modified form, has been undertaken by the International Association of Universities, 19 Avenue Kleber, Paris XVI, France. See No. 14.

5. **COOK, ROBERT CECIL**, *ed., and* **MCDUFF, MARGIE MCLEAN**, *assoc. ed. Trustees, Presidents, and Deans of American Colleges and Universities, 1958–59.* Nashville, Tenn.: Who's Who in American Education, Inc., 1958. 375 p.

Includes biographical sketches of about one-third of the chairmen of the boards of control and seven-eights of the presidents of the 1,900 colleges and universities in the United States and "a share of" the 6,000 deans. Has portraits of 710 of individuals included. Published biennially. An extension of 3 previous volumes, as follows: *Presidents of American Colleges and Universities,* vol. I, 1933–34; vol. II, 1953–54; and *Trustees and Presidents of American Colleges and Universities,* 1955.

6. ——— ———. *Who's Who in American Education: An Illustrated Biographical Directory of Eminent Living Educators of the United States and Canada.* Nashville, Tenn.: Who's Who in Ameri-

can Education, Inc., 1959. 1621 p. Vol. 19, 1959–60. Issued in alternate years since 1928.

Includes biographies of many college presidents. Most of them, except for the most recently appointed ones, are found in No. 5.

7. EELLS, WALTER CROSBY, 1886– . *Surveys of American Higher Education.* New York: Carnegie Foundation for the Advancement of Teaching, 1937. xii, 538 p. Foreword by Henry J. Savage. (*Author:* Professor of Education, Stanford University.)

Analysis of the content and results of several hundred published and manuscript surveys of higher education made before 1934. Gives page references to discussion of the presidency in 34 of these surveys (p. 466).

8. ———, *and* HOLLIS, ERNEST V. *Administration of Higher Education: An Annotated Bibliography.* Washington: Government Printing Office, 1960. (U.S. Office of Education, Bulletin 1960, No. 7.) vii, 410 p. (*Authors:* With U.S. Office of Education.)

Contains more than 2,700 annotated references on various phases of higher education, 99 percent of them published in 1950 or later years. Includes many references on the college president and his duties and responsibilities. All significant references are included in the present bibliography.

9. FOSTER, J. F. *ed. Commonwealth Universities Yearbook, 1958: A Directory to the Universities of the British Commonwealth and the Handbook of Their Association.* London: Association of Universities of the British Commonwealth, 1957. xxvii, 1337 p. Foreword by Andrew Stewart, President, University of Alberta, Canada.

Gives names of chief executive officers, variously titled as Chancellor, President, Vice-Chancellor, Pro-Chancellor, Principal, Rector, Warden, etc., with degrees and their sources, for 129 universities and university colleges in Australia, Canada, Ceylon, Ghana, Hong Kong, India, Malta, New Zealand, Nigeria, Pakistan, Rhodesia and Nyasaland, Singapore-Malaya, South Africa, Uganda, United Kingdom, and West Indies. Other volumes of the *Commonwealth Universities Yearbook*, 35 editions since the first one in 1914, give similar information concerning chief administrative officers. The present (1957) volume is the first one in the new form, approximating more closely *American Universities and Colleges.* See No. 11.

10. GLEAZER, EDMUND J., 1916– . *American Junior Colleges.* Washington: American Council on Education, 1960. xi, 564 p. 5th ed. (*Author:* Executive Director, American Association of Junior Colleges.)

Gives name of chief administrative officer, usually president or dean, in 576 accredited junior colleges. Similar information in four earlier editions, published by American Council on Education. First edition, 1940. x, 585 p. Walter Crosby Eells, editor. Second edition, 1948. ix, 537 p. Jesse P. Bogue, editor. Third edition, 1952. x,604 p. Jesse P. Bogue, editor. Fourth edition, 1956. xi, 584 p. Jesse P. Bogue, editor.

11. IRWIN, MARY, *ed. American Universities and Colleges.* Washington: American Council on Education, 1960. xiii, 1212 p. 8th ed. (*Author:* Editor, American Council on Education, Washington, D.C.)

Gives name of chief administrative officer, usually designated as president, in 1,058 regionally accredited American colleges and universities. For similar information for earlier years, see following editions of same work, all published by the American Council on Education: First edition, 1928. David Allan Robertson, editor. Covers 399 institutions. Second edition, 1932. xiv, 1066 p. John Henry MacCracken, editor. Covers 521 institutions. Third edition, 1936. xviii, 1129 p. Clarence Stephen Marsh, editor. Fourth edition, 1940. x, 1120 p. Clarence Stephen Marsh, editor. Covers 724 institutions. Fifth edition, 1948. xiii, 1052 p. A. J. Brumbaugh, editor. Covers 820 institutions. Sixth edition, 1952. xi,1105 p. Mary Irwin, editor. Covers 904 institutions. Seventh edition, 1956. xiii,1210 p. Mary Irwin, editor. Covers 969 institutions.

12. KIELL, NORMAN. Periodical Literature on the College Presidency: 1932–1957. *Sch. & Soc.*, 86: 176–177, Apr. 12, 1957. (*Author:* Faculty member, Brooklyn College, New York.)

"In the 25 years since 1932, 87 articles directly related to the American college and university presidency . . . have appeared in 15 professional journals: 16 in 1932–39, 13 in 1940–44, 35 in 1945–49, and 23 in 1950–57." Classifies them as dealing with Selection and Qualifications, 19; Statistical Studies, 17; General, 35; and Administrative, 16. (*Note:* Mr. Kiell has furnished the present compiler a complete list of the titles summarized above. All pertinent ones are included in the present bibliography.)

13. MacCaughey, Vaughn. The College President: A Concise Bibliography. *Sch. & Soc.*, 6: 474–478, Oct. 20, 1917. (*Author:* Faculty member, College of Hawaii.)

"The following list of references comprises a select bibliography upon the subject of the president of the American college and university. . . . The references begin with the year 1900." Includes 149 unannotated references, some of multiple type, arranged chronologically as follows: 1900, 4; 1901, 2; 1902, 4; 1903, 2; 1904, 2; 1905, 2; 1906, 8; 1907, 5; 1908, 6; 1909, 5; 1910, 6; 1911, 8; 1912, 12; 1913, 15; 1914, 14; 1915, 15; 1916, 27; 1917, 12. (Error in reference for D. S. Jordan, *Science*, 28: 298(1905), should be *Science*, 28: 798, 1906.) Only about one quarter of the references listed are included in the present bibliography, the more significant ones being selected.

14. Keyes, H. M. R., *ed., and* Aitken, D. J., *asst. ed.* *International Handbook of Universities, 1959.* Paris: International Association of Universities, 1959. xi, 338 p. 1st ed.

Gives names and titles of chief administrative officers and other information concerning institutions of higher education in 71 countries, not including the United States and countries of the British Commonwealth. This volume and Nos. 9 and 11 give worldwide coverage of institutions of higher education.

15. Palmer, Archie MacInnes, 1896– . A College President's Professional Library. *Assoc. Amer. Coll. Bull.*, 16: 307–312, May 1930. (*Author:* Associate Secretary, Association of American Colleges, New York City; President, University of Chattanooga, 1938–42.)

"The following books have been selected in cooperation with the publishers and a group of college presidents as suitable books to be included in a college executive's professional library. The books were placed on exhibit at the sixteenth annual meeting of the Association of American Colleges, where they were inspected by the presidents, deans, and other representatives of more than four hundred member colleges of the Association and were the center of considerable interest." Gives authors, titles, publishers, pagination, and price of 107 volumes.

16. *Who's Who in America: A Biographical Directory of Notable Men and Women.* Chicago: Marquis—Who's Who, Inc., 1960. 3356 p. Vol. 31, 1960–61.

The standard American biographical work of living individuals. Contains names and sketches of most college and university presidents. Published continuously since 1899. Revised and reissued biennially.

17. *Who's Who of American Women: A Biographical Dictionary of Notable Living American Women.* Chicago: Marquis—Who's Who, Inc., 1958. Vol. I (1958–59), 1st edition. 1438 p.

Includes biographical sketches, with emphasis on professional activities, of 19,000 women, including 1,300 college educators. To be revised and reissued biennially.

18. *Who Was Who in America: Companion Volume to Who's Who in America.* Chicago: A. N. Marquis Co., Vol. I, 1943. ix,1396 p. Vol. II, 1950. 654 p. Vol. III. 1960. 959 p.

Vol. I contains the biographies of individuals listed in earlier volumes of *Who's Who in America* who died 1897–1942, with dates of death appended. Vol. II contains similar data for those who died in 1943–1950. Vol. III contains similar data for those who died in 1951–59. Includes many college and university presidents.

19. Wilkins, *Mrs.* Theresa Birch. *Education Directory, 1959–1960. Part 3: Higher Education.* Washington: Government Printing Office, 1959. 194 p. (*Author:* With U.S. Office of Education.)

Gives names of presidents and other chief administrative officers of 2,011 institutions of higher education in the United States. Revised annually. Similar editions back for many years.

# II. *General and Composite*

20. AAUW Standards Re-Applied. *AAUW Jour.*, 48: 239–242, May 1955.

A statistical study of the status of women as trustees, presidents, deans, and faculty members. "In 1937 there were 275 colleges for women; in 1952 there were 248. Ninety-eight of these were Catholic colleges in 1937, and 120 in 1952, and these schools are traditionally headed by women. Of the 94 non-Catholic senior colleges in 1937, only 14 had women presidents; of the 85 in 1952, 12 had women in this top administrative post." Makes similar comparisons for junior college heads in 1937 and 1952. "Opportunities for women are decidedly decreasing in a field which might well be considered theirs."

21. Benjamin, Harold, *ed.*, 1893– . *Democracy in the Administration of Higher Education. Tenth Yearbook of the John Dewey Society.* New York: Harper & Bros., 1950. x, 240 p. (*Author:* Dean, College of Education, University of Maryland.)

Contains 14 chapters by various authors. For those pertinent to this bibliography, see: Benjamin, Harold, No. 85; Taylor, Harold, No. 65; Wiggin, Gladys A., No. 232.

22. Boardman, Martha T. The College President Calls It a Year: A Review of College Reports. *Jour. Higher Educ.*, 7: 287–295. June 1936. (*Author:* Editorial assistant, Association of American Colleges, New York City.)

"The Editorial Assistant of the 'Bulletin of the Association of American Colleges' has condensed a wealth of material gathered from the reports of many college presidents into this interesting article."—Introductory Note. "This paper attempts to set forth typical points of view relative to outstanding phases of educational procedure discussed with some frequency by college presidents in their annual reports." Based on analysis of "reports from 65 institutions, 13 for women, 17 for men, and 35 coeducational" whose names are given. Numerous brief quotations from them are presented.

23. ———. The Annual Report of the College President. *Sch. & Soc.*, 44: 183–185. Aug. 8, 1936. (*Author:* See No. 22.)

"At the close of the academic year it is an established custom almost everywhere for the college presidents to report on the state of the institution, formally or informally, and this report is a significant document. . . . It has been the good fortune of the writer to have had access to some 75 of the latest presidents' reports." Names of institutions given with quotations from reports of several of them. Also considers reasons why some institutions do not print such reports.

24. Brickman, William W. University Chancellors and Presidents. *Coll. & Univ.*, 27: 391–394, April 1952. (*Author:* Associate Professor of Education, New York University.)

Discusses the varied nomenclature in use for heads of higher educational institutions—president, chancellor, vice-chancellor, provost, and chairman—and resultant confusion in the educational world. "It may be too much to ask of colleges and universities to bring about uniformity in terminology. . . . The most that can be hoped for is that institutions will think twice and act prudently whenever the question of nomenclature comes up."

25. Brown, William Adams, 1865–1943. *The Education of American Ministers.* New York: Institute of Social and Religious Research, 1934. Four vols. (*Author:* Faculty member, Union Theological Seminary, New York.)

An extensive study of many aspects of theological education. Vol. III, "The Institutions that Train Ministers," contains section, "The Presiding Officer" (p. 102–104), which considers his title (president used most frequently), qualifications, method of appointment, tenure, duties, and responsibilities.

26. Campbell, Doak S., 1888– . The Junior College Administrative Head. *Peabody Jour. Educ.*, 11: 53–57, September 1933. (*Author:* Faculty member,

George Peabody College for Teachers, Tennessee; President, Central College, Arkansas, 1920–28; President, Florida State University, 1941–1957.)

Based on replies from personal letters to 259 heads of junior colleges (public, 120; private, 139). Reports, separately for public and private institutions, official title, duties, degrees, salaries, age, and tenure. Conclusion: "With respect to the factors here presented, there are apparently no significant differences between administrators of public and private junior colleges."

27. Chase, Harry Woodburn, 1883–1955. *The State University and the New South: Being the Proceedings of the Inauguration of Harry Woodburn Chase as President of the University of North Carolina.* Chapel Hill, N.C.: 1920. 104 p. (*Author:* President, University of North Carolina, 1919–30; President, University of Illinois, 1930–33; Chancellor, New York University, 1933–51.)

Contains addresses by Pres. Abbott L. Lowell of Harvard University, "The Higher Education and Its Present Task" (p. 26–35); Pres. John Grier Hibben of Princeton University, "Idealism in Education" (p. 36–39); Dr. Charles Riborg Mann, "Professional Training and Service," (p. 40–50); and inaugural address by Pres. Chase (p. 52–68), who says: "There is in all the world of education today no greater responsibility than that which rests on the state universities of the South."

28. Coffman, Lotus Delta, 1875–1938. *The State University: Its Work and Its Problems. A Selection from Addresses Delivered between 1921 and 1933.* Minneapolis: University of Minnesota, 1934. x, 277 p. (*Author:* President, University of Minnesota.)

"The papers included in this volume were selected as being among the most representative of President Coffman's public addresses, and as embodying his democratic philosophy of American higher education."—Preface. Contains 16 addresses, including his inaugural address, Minneapolis, May 13, 1921 (p. 1–25). "It is obvious that the head of a university like Minnesota can no longer know personally all or nearly all of his students. Something has been lost because these warm, intimate, and almost confidential relations which he once enjoyed with his students are no longer possible. But . . . every loss has its compensating gain. The president, with his small faculty, has been supplemented by a large faculty; the influence of a few by the influence of many; a few points of contact by many points of contact."

29. "College Presidents of the Same Name." *Association of American College Bulletin,* 31: 323–325, May 1945.

"Of the 604 present college presidents of the Association of American Colleges, the name of Smith, as would be expected, leads the list with seven names. . . . The number of college presidents with duplicate names is 87, more than one-seventh of the total membership." Names and institutions given.

30. Corson, Louis Damarin, 1915– . *University Problems as Described in the Personal Correspondence Among D. C. Gilman, A. D. White, and C. W. Eliot.* Stanford, Calif.: Stanford University, 1951. Abstract in Stanford University *Abstracts of Dissertations . . .* 1950–51, p. 372–373.

Unpublished doctoral dissertation (Ed.D.). "The analysis of the ideas of these three great 19th century leaders of American higher education has been made under seven topics: (1) the functions of higher education, (2) the institutional structuring of these functions, (3) academic government, (4) academic administration, (5) the curriculum, (6) staff personnel, and (7) student affairs."

31. Deferrari, Roy J., *ed.*, 1890– . *College Organization and Administration.* Washington: Catholic University of America Press, 1947. 403 p. (*Author:* Secretary General; Director of Summer Workshops; Catholic University of America.)

Contains address, "The Office of the President," (p. 94–108), by James A. Reeves, President, Seton Hall College, Pennsylvania. For summary, see No. 450.

32. ———, *ed. The Problems of Administration in the American College.* Washington: Catholic University of America Press, 1956. vii,191 p. (*Author:* See No. 31.)

Proceedings of the Workshop on Problems of Administration in the American College, conducted at Catholic University of America. Contains address "The President and His Office" (p. 91–109), by Alfred F. Horrigan, President, Bellarmine College, Kentucky, summarized in No. 41. Volume also contains report "On the President's Office" (p. 175–179), summarizing results of seminar discussion on various topics: whether the president should teach, faculty meetings, publications, cooperation with other colleges, faculty recruitment, salaries, welfare, advisory board, and fund raising.

33. ———, ed. *Functions of the Dean of Studies in Higher Education.* Washington: Catholic University of America Press, 1957. vi,143 p. (*Author:* See No. 31.)

Proceedings of the Workshop on the Functions of the Dean of Studies in Higher Education, Catholic University of America, June 15–26, 1956. Contains address "The Dean and the President" (p. 102–117), by Sister Angela Elizabeth Keenan, Dean, Emmanuel College, Massachusetts. "There are certain fundamental considerations unknown to secular colleges that complicate the problems of administration for Catholic colleges." Discusses them in some detail. Then considers "the larger responsibilities of the deans and presidents of our Catholic colleges to the cause of liberal education and the Church." Bibliography, 40 titles.

34. ———, ed. *Self-Evaluation and Accreditation in Higher Education.* Washington: Catholic University of America Press, 1959. xi,362 p. (*Author:* See No. 31.)

Proceedings of summer Workshop on Administration in Higher Education in Relation to Self-Evaluation and Accreditation, 1958. Contains address "The Appointment of the President, Dean, and Registrar" (p. 38–55), by Alfred F. Horrigan, President, Bellarmine College, Kentucky. Also other addresses on relation of the administration to faculty, alumni, academic affairs, registrar, student body, and finance. Also summaries of seminars "On the President's Office in Colleges for Women," directed by Sister M. Angela Canavan, President, Rosary Hill College, New York; and "On the President's Office in Colleges for Men," directed by George F. Donovan, Professor of Higher Education, Catholic University of America.

35. Dodds, Harold W., 1889– , *Director;* Robb, Felix C., *Chief of Staff;* and Taylor, R. Robb, *Assistant.* *The College President at Work.* Publishers undetermined, 1961. (*Authors:* (1) President Emeritus, Princeton University; (2) Dean, George Peabody College for Teachers, Tennessee; (3) Assistant to President, University of Wisconsin.)

Final report of "The Study of the College Presidency," an investigation sponsored by the Carnegie Corporation of New York, and carried on from 1958 to 1961. For further details, consult President Dodds, College Road West, Princeton, N.J. It was for this study that the present bibliography was originally prepared in 1958. It has been revised to include publications appearing since its original preparation.

36. Eells, Walter Crosby. 1886– . *The Junior College.* Boston: Houghton, Mifflin Co., 1931. xxviii,833 p. (*Author:* Professor of Education, Stanford University.)

Chapter 14, "The Administrative Staff" (p. 368–387), deals with title, training, professional advancement, educational experience, tenure, salaries, and duties of chief administrative officers of junior colleges, particularly of publicly controlled institutions.

37. Eliot, Charles William, 1834–1926. *University Administration.* Boston: 1908. 266 p. (*Author:* President, Harvard University.)

The N. W. Harris Lectures for 1908 at Northwestern University. Includes six lectures: University Trustees, Alumni Influence, The University Faculty, The Elective System, Methods of Inspection, and The President and General Administration. "The president of a university is in the first place its chief executive officer. . . . There are American universities in which the president is not by right a full member of the board of trustees, but this is an unfortunate arrangement which diminishes to a serious degree the president's authority and influence." Discusses the powers and responsibilities of presidents in state universities, in privately endowed institutions, and in denominational colleges. "Presiding at all faculty meetings is an important part of the duty of the president of a well governed university, whether tax-supported or endowed. . . . The president of a university should never exercise an autocratic or one-man power." Reviews in *Nation,* 87: 551–552, December 1908; and in *Forum,* 41: 380–384, April 1909.

38. Hill, David Spence, 1873–1951. *Control of Tax-Supported Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1934. 385 p. With preface by Howard J. Savage, Secretary of the Foundation. (*Author:* Staff Associate of the Foundation, New York, N.Y.)

Consists primarily of a section for each of the 48 States, with two introductory chapters. Contains section "The Place of the President" (p. 48–49). "The position of the president . . . remains important but anomalous, autocratic but often legally impotent, vaguely defined, yet conspicuous." Summarizes legal provisions with reference to the presidency—appointment, duties, relation to board of control, and other features in each State. Final chapter "The Outlook for Control of Tax-Supported Higher Education" includes brief section on the President (p. 365).

"Although the rightful place of the President will probably remain a controversial issue in higher education, his office, with modifications, is also likely to remain."

39. Hockemeyer, Ethel Anne. *College Presidents: On Higher Education for Women.* Unpublished master's thesis at the University of North Carolina, 1939. Abstract in University of North Carolina *Record*, No. 347, p. 61–62.

Attempts to show some of the main arguments for and against higher education for women presented since 1817 in 180 statements of 60 college presidents of 40 institutions located in 21 states.

40. Hoge, Dorothy Otley. *The Rise of Women in Administrative Positions in the United States in the Nineteenth Century.* Unpublished master's thesis at George Washington University, 1939. 96 p. ms.

Discusses women in education before 1800; women pioneers in administrative educational work, 1800–1850; and the progress of women as administrators, 1850–1900.

41. Horrigan, *Rt. Rev.* Alfred Frederick, 1914– . The President and His Office: On the President's Office. In *Problems of Administration in the American College* (Washington: Catholic University of America Press, 1956. Roy J. Deferrari, editor) p. 91–109, 175–179. See No. 32. (*Author:* President, Bellarmine College, Kentucky.)

States that his paper is a presentation particularly from the viewpoint of the Catholic college. Topics considered: Appointment of the President, Term of Office, Primary Duty of the President, The President and the Community, Other Duties, Interpretation, Internal Administration, Fund Raising. "The duties of the average American college president have become complex and even a little harrowing. . . . The average president survives in office for only about five or six years. This mortality rate may be sufficiently high to prompt the labor statisticians to look thoughtful and to ask some pointed questions. . . . Since all Catholic colleges in the United States are conducted either by a diocese or by a religious order, the appointment is a relatively simple matter. . . . Innumerable suggestions can be made as to the most important qualifications for a happy discharge of the duties of the president's office. The most most basic ones, deriving directly from our Catholic philosophy of education, hardly need comment here. . . . One enterprising selection committee . . . came to the conclusion that 38 to 45 years was the most desirable inaugural point. . . . In practice, 'absentee presidentism' frequently leads to the capital sin against good administration—the division of responsibility and authority . . . and the college is trapped in a morass of administrative indecisiveness. . . . One hears with sympathy of colleges burdened with a chief administrator who has not grasped the difference between having 30 years' experience and having one year's experience thirty times. . . . If the president and the catalog are not in enthusiastic agreement, one or the other should be changed. . . . American colleges and their president, it seems to me, have a most special obligation and opportunity." Bibliography, 21 books and 40 periodical articles.

42. Houghton, *Mrs.* Dorothy Deemer, 1890– . Women in Higher Education. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1949, p. 106–119. (*Author:* Member for 11 years of Iowa State Board of Education.)

Includes consideration of Mary Lyon at Mt. Holyoke College, Alice Freeman Palmer at Wellesley College, and other pioneer woman educators. "There are 108 women college presidents of women's colleges in America today; there are 23 women presidents of coeducational colleges; two women presidents of teachers colleges, and 72 women presidents of professional schools."

43. Hughes, Raymond Mollyneaux, 1873–1958. *A Manual for Trustees of Colleges and Universities.* Ames, Iowa: Iowa State College Press, The Collegiate Press, 1944. ix, 166 p. (*Author:* President Emeritus, Iowa State College.)

Chiefly concerned with duties of trustees, but includes "The Duties and Responsibilities of the President" (p. 13–15); "Trustees and President" (p. 17–18); and "The President and the Faculty" (p. 18–21). One entire chapter devoted to "Appointment of the President" (p. 33–38): "The selection and appointment of a president is certainly one of the most important and usually the most difficult task that confronts the trustees. Fortunately, on the average, it has to be faced only once in six to ten years." Many specific suggestions given. "It is a good general rule that the president should be paid twice the salary of the highest paid professorial rank." Discusses especially tenure of the president. For extensive discussion of the volume by the author and others, See No. 44.

44. ———. A Manual for Trustees of Colleges and Universities. *In* Association of Governing Boards of State Universi-

ties and Allied Institutions, *Proceedings*, 1944, p. 93–113. Includes extensive discussion. (*Author:* See No. 43.)

"I want to express my appreciation of being permitted to be present here when you are discussing this little book." Refers to No. 43. "I have three things I want to say. I want to tell you why I wrote it, what I tried to do, and what I hope somebody else will do later along the same line." Dr. Hughes' presentation occupies 3 pages, followed by a 17-page report of discussion on many phases of the content of the volume, including relations of the president to the Board, functions of the president, relation of president to faculty, selection of president (including advantages and disadvantages of a faculty committee to assist), relations to Legislature, appointment of deans and department heads, and desirability of the president being a voting member of the Board.

45. Knight, Edgar Wallace, 1886–1953. *What College Presidents Say.* Chapel Hill, N.C.: University of North Carolina Press, 1940. xvi, 377 p. (*Author:* Professor of Education, University of North Carolina.)

Contains hundreds of statements by American college presidents taken from inaugural addresses, reports to trustees, occasional addresses, and articles published during the past 75 years. "The presidents are potentially the most influential persons connected with these institutions. Their statements on educational and other questions are considered significant even though it has been said that public interest in the choice of a college or university president today is far less than that exhibited in a football coach."—Preface. Contains seven chapters: 1. The College Presidency. 2. The Purposes of Higher Education. 3. The Weaknesses of Higher Education. 4. Organization and Administration. 5. Faculty Relations. 6. Obligations to Society. 7. What Do They Say—a Summary. First chapter, "The College Presidency," is in two parts. The first part quotes 25 general statements, varying in length from a few lines to several pages, regarding different phases of the presidency; the second part gives extracts from 38 inaugural addresses, classified as (1) General Characteristics, (2) Faith of Our Fathers, and (3) Money! Money!! Money!!! Other chapters contain hundreds of quotations of greatly varying length. In each chapter or section arrangement is chronological.

46. Leonard, Robert Josselyn, 1885–1929; Evenden, Edward Samuel, 1884–1957; *and* O'Rear, Floyd Barrett, 1896– . *Survey of Higher Education for the United Lutheran Church in America.* New York: Bureau of Publications, Teachers College, Columbia University, 1929. 3 vols. xxxiii, 623 p.; xvii, 612 p.; xii, 389 p. (*Authors:* (1) Director of School of Education; (2) Professor of Education; (3) Assistant Professor of Education; all of Teachers College, Columbia University.)

Vol. I, Chapter 4, "Government of the Colleges" (p. 81–173), deals with the employment of a president, contract, and tenure (p. 85–86), and presents in tabular form the president's status on the board of trustees (p. 156–157).

Vol. II, Chapter 1, "Present Incumbents of the Office of President" (p. 13–17), gives data on age, place of birth, nationality, degrees, educational preparation, educational experience, ministerial experience, salaries and compensation, church affiliation, dependents, insurance, years in the presidency, and general qualifications of the presidents of the 15 colleges included in the Survey. Also discusses "The Responsibilities of the President," (p. 17–33), including his relation to the board of trustees, to Lutheran organizations, to the public, to intellectual and cultural life through award of honorary degrees, to administrative officers, to faculty, and to students. Makes numerous related recommendations adapted to the individual institutions studied.

47. Lindsay, Ernest Earl, *and* Holland, Ernest Otto, 1874–1950. *College and University Administration.* New York: The Macmillan Co., 1930. xv, 666 p. (*Authors:* (1) Head, Department of Educational Administration, University of Pittsburgh; (2) President, Washington State College.)

Considers the office of president (p. 22–25), his salary (p. 413), and 60 other references to various phases of the presidency given in index. Contains a bibliography on the presidency, 21 titles, (p. 32–33). "Today there is an earnest attempt by a number of the leading schools of education to offer instruction to actual and prospective college and university deans and presidents of institutions of higher learning. Such courses are undoubtedly helpful." Discusses various qualifications of the president. "Finally the college or university executive must be able to say frankly when he has made a mistake. It is necessary for him to say this frequently."

48. McHenry, Dean E., 1910– . *The University of Nevada: An Appraisal. Report of the University Survey.* Carson City: State Printing Office, 1957. (Nevada Legislative Counsel Bureau,

Bulletin No. 28.) xvi, 291 p. (*Author:* Director of the Survey.)

In 17 chapters, covers all major phases of the work of the University. Section on "The University Presidency" (p. 61–68) discusses the nature of the office, summary of accomplishments and failures, the choosing of a president, and some presidential problems.

49. McVey, Frank LeRond, 1869–1953. The Office of University President. *Quart. Jour. Univ. North Dakota,* 10: 303–313, April 1920. (*Author:* President, University of Kentucky.)

"This paper is written, according to the instructions of the editor, from the viewpoint of the present rather than from the guesses about the future. It is confined to a present-day consideration of the office and will endeavor to discuss . . . some of the more conspicuous elements of the problem"—counselors, evolution of the office, the selection of presidents, tenure of office, the elements in administrative problems, the board of trustees, the teaching staff, recruiting of staffs, the faculty as an essential element, academic freedom, appointments and salaries, the university plant, the president and the students, the alumni, and the office and the public.

50. ——— *and* Hughes, Raymond Mollyneaux, 1873–1958. *Problems of College and University Administration.* Ames, Iowa: Iowa State College Press, 1952. xiv, 326 p. (*Authors:* (1) Former President, University of North Dakota and University of Kentucky; (2) Former President, Miami University and Iowa State College.)

"The two authors of this book . . . were college teachers with more than 25 years of experience and they have served a period of 56 years as presidents of four institutions of higher education. After retirement from active service, they agreed at the close of one pleasant visit to join in writing a book based on their experience and observations of the various problems which arise in college administration. . . . The two colleagues present in this book more than a hundred aspects of college administration as they have met them in office or as they have reached conclusions about those problems in recent years. In planning the book it was agreed that each author would write on any topic suggested which interested him, whether he agreed or disagreed with his colleague. Each topic has been initialed to identify the writer. . . . It attempts to deal with many of the problems met by college presidents and other administrators."—Preface. Chapter I, "The New President" (p. 3–46), covers many topics including What is Expected of the President, The President's Time, The President's Wife, Entertainment Problems, and How Long Should the President Serve. Chapter II, "The President and the Trustees" (p. 47–82). Chapter V, "The President and the Faculty" (p. 151–178). Chapter VII, "The President and the Alumni" (p. 223–246). Reviews by O. Tead, *Educ. Forum,* 17: 372–373, March 1953: by J. D. Russell, *Jour. Higher Educ.,* 24: 52–53, January 1953; by R. Basler, *Jun. Coll. Jour.,* 23: 239–242, December 1952; and by K. W. Bigelow, *Teach. Coll. Record,* 54: 224–226, January 1953.

51. Montgomery, Robert Nathaniel, ed., 1900– . *The William Rainey Harper Memorial Conference: Held in Connection with the Centennial of Muskingum College, New Concord, Ohio, October 21–22, 1937.* Chicago: University of Chicago Press, 1938. xi, 167 p. (*Author:* President, Muskingum College, Ohio.)

"The College, wishing to honor the memory of its illustrous graduate, William Rainey Harper, who rendered such significant service to higher education in America, planned this memorial conference. . . . Through the work of President Harper at the University of Chicago new impetus and inspiration were given to many of the colleges and universities of the country. It was our hope that those attending this Conference might catch something of the progressive spirit of President Harper."—Foreword. Contains 15 addresses, and reports of five Round Table discussions. For those pertinent to this bibliography, see Vincent, George E. (2), Nos. 480 and 693; Harper, William R., No. 131; Harford, Charles N., No. 130; Rockefeller, John D. Jr., No. 682; Rightmire, George W., No. 681; and Montgomery, Robert N., No. 671.

52. Nimkoff, Meyer Francis, 1904– , *and* Wood, Arthur L. Women's Place Academically: The Share of Administration and Academic Leadership Assigned to Women in Women's Colleges. *Jour. Higher Educ.,* 20: 28–36, January 1949. (*Authors:* Members of Seminar in Social Research, Bucknell University, Pennsylvania.)

Reports number of women as administrators in women's colleges for four different types at different periods. Conclusion: "The women's colleges furnish women with the fullest opportunities for educational leadership. However, the women's colleges do not furnish women with as many attractive positions of leadrship as the men's collegs provide for men. The higher women climb up the educational ladder, the more difficult they find the going in competition with men."

53. Oxnam, Robert F. *The President of the Liberal Arts College in California: A Study of Some Elements in College Administration.* Los Angeles, Calif.: 1948. Abstract in University of Southern California, *Abstracts of Dissertations* . . . 1948, p. 160–164.

Unpublished doctoral dissertation (Ph.D.) at University of Southern California. "The purposes of this study . . . were to ascertain the responsibility and authority of the president, to determine the relationship of the president to the board of control or other higher agency, to determine the relationships of the president to internal organization, to study the activities of the president in promoting the interests of the college, and to discover the operation of some general administrative principles in the area of higher education. . . . Bibliographical and interview methods were used."

54. Peck, Harry Thurston. President Eliot and His Book. *Forum*, 41: 380–384, April 1909.

Extended review of Charles W. Eliot's *University Administration* (See No. 37), and considerable characterization of its author.

55. Presidents of American Colleges and Universities Who Are Yale University Graduates. *Sch. & Soc.*, 43: 809–810, June 13, 1936.

"Fifty Yale University graduates are presidents of American colleges and universities. . . . Of the 184 colleges and universities which rank highest among America's institutions of higher learning, more than one-third, at one time or another, have been presided over by men who had received Yale training." Names many of them, beginning with Jonathan Dickinson in 1747, first president of the College of New Jersey, now Princeton University.

55a. Rainey, Homer P., 1896– . How Shall We Control Our Universities? Why College Presidents Leave Their Jobs. *Jour. Higher Educ.*, 31: 376–383. October 1960. (*Author:* Professor of Higher Education, University of Colorado; formerly President, University of Texas.)

A penetrating discussion of the question: "What are the conditions and factors that surround the presidency of America's higher institutions of learning that make it less desirable and attractive than it once was?" States that "It is the belief of this writer that the fundamental difficulty with the office of university president arises out of the current system of controlling modern universities. . . . He has vast responsibilities for all phases of the life and welfare of the university, but he has no power." Conclusion: "Under the present system of university control and administration, a university presidency is a hazardous and often frustrating experience. It offers little or no security, very little of opportunity for educational statesmanship, and, perhaps most important of all, little opportunity for self-realization."

56. Reeves, Floyd Wesley, 1890– , *and* Russell, John Dale, 1895– . *College Organization and Administration: A Report Based upon a Series of Surveys of Church Colleges.* Indianapolis, Ind.: Board of Education, Disciples of Christ, 1929. 324 p. (*Authors:* (1) Dean, School of Education; (2) Professor of Education; both of University of Kentucky.)

"The data used in this volume are drawn chiefly from surveys made of sixteen colleges and universities affiliated with the Board of Education of the Disciples of Christ. Five additional sources are used to some degree." A comprehensive study of all major phases of college organization and administration. Specific consideration of "The President" (p. 64–66), and incidental references elsewhere covering especially his selection, training, functions, and relations to faculties.

57. Reeves, Floyd Wesley, 1890– ; Kelly, Frederick James, 1880–1959; Russell, John Dale, 1895– ; *and* Works, George Alan, 1877–1937. *The Organization and Administration of the University.* Chicago: University of Chicago Press, 1933. xv, 151 p. (The University of Chicago Survey, Vol. 2.) *Authors:* (1) Professor of Education, University of Chicago; (2) With U.S. Office of Education; (3) Professor of Education, University of Chicago; (4) Professor of Education, University of Chicago.

Chapter 4, "Operating the University: The Office of the President" (p. 42–59), and incidental references to the president elsewhere (see index). Chapter 4 deals with Responsibilities of the President, Organization of the President's Office, Distinctive Functions of the President's Office, Policies in Dealing with the Budget, Proximity of Central Administrative Offices to Each Other, Vice-President and Dean of Faculties, Summary and Recommendations. "At the heart of the educational organization is the President's Office." Quotes By-Laws stating the official duties of the president. "But the real responsibilities of the President extend beyond this official picture. In the eyes of the public, the President is the personification of the University. He represents it before the people. He defends it policies. He provides the vision to inspire its major developments and the statesmanship to lead it through the changes which these developments involve. To hold such an office is a severe test of any man's strength and ability."

58. Remmers, Herman Henry, 1892– , *and* Hobson, Robert L. *The Purdue Rating Scale for Administrators.* Lafayette, Ind.: Purdue University, Division of Educational Reference, 1947 (Bulletin No. 2 of College and University Staff Evaluation).

59. Robinson, Frank Bertrand, 1883–1941. Women as Prospective College Presidents. *Sch. & Soc.*, 30: 245–252, Aug. 24, 1929. Also in National Association of Deans of Women, *Proceedings*, Cleveland, 1929. (*Author:* President, College of the City of New York.)

Address at meeting of the National Association of Deans of Women, Cleveland, February 1929. Based in part on answers from outstanding executives to four questions: (1) Who was or is the ablest woman president of a woman's college? Why? (2) Who was or is the ablest man president of a woman's college? Why? (3) Is it better to have a man or a woman at the head of a woman's college? Why? (4) Why do able women rise to the rank of deans and then have little or no prospect of appointment as president? Reports studies of some 600 liberal arts colleges. Finds no women as presidents of any men's or coeducational colleges; a total of 123 women's colleges had 50 women as presidents: 10 publicly controlled ones had no women as presidents; 38 Catholic ones had all women as presidents; 43 Protestant ones had 2 women as presidents; and 10 nonsectarian ones had 10 women as presidents. Considers the major duties of a college president and the capacities of women to meet them—continuation of activities of the college, broad understanding of society, selection of faculty, technical and business ability, relation to students, relation to members of governing board, and representative of the college externally. States that "just now one has a better chance to get a successful president from men in the educational market than from available women." Considers several reasons for this situation, including marriage and recency of women as educators on the college level. Conclusion: "In small, separate colleges for women I favor the woman president, but I am frank to say at this particular time, with the present supply clearly in mind, I estimate that there are many more men who qualify as scholars, coordinators, and leaders than women."

60. Sammartino, Peter, 1904– . *The President of a Small College.* (Illustrated by Abbi Damerow.) Rutherford, N.J.: Fairleigh Dickinson College Press, 1954. 163 p. (*Author:* President, Fairleigh Dickinson College, N.J.)

Dedicated to "Sally, who, like the wives of all college presidents, takes care of the loose ends after the 'major' decisions are made." Preface states: "This little book is meant for the administrator or the prospective administrator of a small college. . . . There are many fine books on college administration, but they are concerned primarily with large institutions." Based largely on personal experience and judgment and written in somewhat informal style. Chapters: The President's Life, The College Beehive, Departmental Organization, Public Relations, Evaluation of Instructors, Guidance of Students, Fund Raising, Alumni, Parents, Food Service, Office Management and Sundry Matters, Custodial Service and Construction, Library, New Campus.

61. Schmidt, George Paul, 1894– . *The Old Time College President.* New York: Columbia University Press; London: P. S. King & Son, Ltd., 1930. 251 p. (Columbia University Studies in History, Economics, and Public Law, No. 317.) (*Author:* Faculty member, Concordia College, Fort Wayne, Ind.)

Doctoral dissertation (Ph. D.) at Columbia University. "An examination of conditions in American colleges before 1860 reveals the fact that in nearly all of them the most important person of the establishment was the president. . . . The college president, then, is the subject of this study. No attempt has been made to give complete detailed biographies of any of the men, not even the greatest. Naturally there are outstanding leaders who come in for a larger share of attention than the rest, but the purpose throughout has been to include many representative figures so that a composite picture might emerge that would be trustworthy and accurate." Chapter titles: The Scene of Action, The Office, The Educator, The Bearer of the Old Tradition, Some Prophets of New Ideals, The Patriot, The Religious Leader, The Passing of the Old Time College President. "The old time college president has had his day, but he has not ceased to be." Bibliography, 369 titles. See also No. 200.

62. Silverman, Oscar Ansell, 1903– , *and* Capen, Samuel Paul, 1878–1956. *The Management of Universities.* Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii, 287 p. With foreword by Chancellor T. Raymond McConnell. (*Authors:* (1) Faculty member; (2) Chancellor; both of University of Buffalo.)

Contains a brief sketch of life of Chancellor Capen and selections from his major addresses. "The materials which make up this volume have been selected—chiefly by Mr. Capen—from a considerable body of papers and speeches on education written or delivered in the past forty years." Three of the addresses concern especially the college presidency.

"Who Should Manage Universities, and How?" (p. 1–21) was a paper given before the Thursday Club, of Buffalo, January 13, 1949. Answer: "Boards and presidents and faculties jointly. And how? By both formal and informal cooperation and in a spirit of mutual confidence and respect." Good historical review. "Sometimes, when diplomacy was not thought necessary and when a board's ire was thoroughly aroused, a fine new energetic president would be brought in to clean house. The resulting sanitary operation generally made the job done on the Augean stables look distinctly primitive."

Second article, "The Grand Plan—The President's Chief Preoccupation" (p. 66–73), was address at inauguration of Albert N. Jorgensen as president of Connecticut State Teachers College, June 12, 1936. "Is the presidency itself a profession? A profession has three characteristics which taken together distinguish it from other kinds of occupations. . . . The college presidency is not a profession. What is it then? It is an opportunist's job. . . . Like other opportunist's jobs, one learns it by trying it. And some very promising neophytes fail."

Third article, "Presidents Now and Then" (p. 74–82), was address at inauguration of Leonard Carmichael as president of Tufts College, November 4, 1938. "Once a college president, always a college president probably goes beyond the truth, but not much beyond. A conservative estimate of the number of college presidents now extant in the United States and identifiable as such by the general public might be 2,500, enough to populate a city of the minimum size recognized by the census. The imagination balks at the conception of life in a city so populated. . . . But college presidents are and always have been objects of much more general interest than their scarcity would suggest." Discusses two significant reasons for such interest. "If the president can no longer be what he once was, what is now his role? I offer you this brief formula which is admittedly incomplete."

63. Stanford, Edward Valentine, 1897– . Administrative Problems of the Catholic College. *Cath. Educ. Review*, 46: 555–567, November 1948. (*Author:* Rector, Augustinian College, Catholic University of America.)

On the basis of 12 years of experience as president of Villanova College, Pennsylvania, discusses incisively qualifications of the college president, selection of a college president, duties of a college president, and external obligations of a college president. Comments unfavorably on the practice in some Catholic colleges in withholding the title of "president" from the actual administrative head of the institution. Bibliography, 17 titles, annotated.

64. Stoke, Harold Walter, 1903– . *The American College Presidency.* New York: Harper & Bros., 1959. ix, 180 p. One chapter, "The College President as an Educational Philosopher," preprinted in *Sch. & Soc.*, 87: 25–30, Jan. 17, 1959. (*Author:* President, Queens College, New York.)

"This book is not a guide to the would-be college president, nor a handbook on how to administer the office. It is meant, rather, as an interpretation of an important part of higher education, a report on some of the problems of the president, and an indication of some of the pleasures and pains of his position." Ten chapters: I. The Vested Authority. II. Personal Problems. III. The Administrator. IV. Everything Takes Money. V. Boards of Trustees. VI. Public Relations. VII. Among the Scholars. VIII. The Students. IX. The Uneasy Campus. X. The Uses of a Philosophy of Education. Bibliography, 36 titles. Review by T. R. McConnell, *AAUP Bull.*, 45: 291–294, June 1959.

65. Taylor, Harold, 1914– . The Task of College Administration. In *Democracy in the Administration of Higher Education* (No. 21.), p. 25–47. (*Author:* President, Sarah Lawrence College, N.Y.)

"During the past five years, the college president in America has had the honor of being described, discussed, analyzed, and pitied in the journals and in the press on an average of half a dozen times a month. His responsibilities as a thinker, manager, speaker, leader, social critic, and fund-raiser have been noted and appraised. Advice to him has come from business men, politicians, faculty members, students, parents, alumni, trustees, and people whom he meets on buses.

Naturally enough, Mr. Hutchins has written about him. . . . None of the advice from any of these sources has been of any use at all to the college president himself." Discusses following topics: What Kind of Administration Is Needed, The President's Job in Making Appointments, The President's Job in Policy Making, The People Make Policy in Action, Academic Rank by Function, The President's Job as Executive, The President as Chairman of Teachers, Strong and Weak Presidents, Strong and Weak College Communities, Some Conditions of Democratic Administration. Conclusion: The president's "chances of success are greatest when he conceives of himself as the executive officer of a community of scholars, and as one determining factor in the organic process of change which occurs in social institutions."

66. Thwing, Charles Franklin, 1853–1937. *College Administration.* New York: The Century Co., 1900. 321 p. (*Author:* President, Western Reserve University and Adelbert College, Ohio.)

"This is, I think, the first book published on the administration of the American College."—Prefatory Note. Chapter 3, "The College President" (p. 49–81), discusses, with examples, three types of American college presidents—"The earliest was the clerical, the second the scholastic, and third was, and is, the executive type." States that "The college president of today is an administrator. In his work as administrator are found many elements." Discusses financial ability, ability to get on with men, ability to see things in proportion, possession of common sense, cooperation and devotion, leadership, power of inspiration, openness to suggestion, good judgment of men, appreciation of scholarship, commanding confidence of the people, believer in essential Christianity. "I should not close this chapter without recording even briefly a sense of the satisfaction which belongs to the President of an American College. This satisfaction is manifold. . . . These seven opportunities represent the mighty satisfactions which the College President enjoys. They help to constitute his work as one of the most interesting and happiest works which it is given to any man to do." This chapter is somewhat amplified in his later volume, *The College President,* No. 68.

67. ———. *The American College.* New York: Platt & Peck Co., 1914. 294 p. (*Author:* see No. 66.)

Contains section, "The President" (p. 38–49), discussing difficulties, perils, misunderstandings, satisfactions, and joys of a college president. Amplified in his later volume *The College President* (No. 68).

68. ———. *The College President.* New York: The Macmillan Co., 1926. x, 345 p. (*Author:* President Emeritus, Western Reserve University and Adelbert College, Ohio. President, 1890–1921.)

"In no small part, the volume comes out of a direct experience as president, covering many years. . . . Yet the book has a look toward the future, as well as toward the past. . . . I wish I could make the presidents of the next decade feel how deep and how real is my wish for the best things for them." Contains six chapters: The Office and Title, Relations, As an Officer and as a Personality, Perils, Rewards, The Future of the Office.

Chapter 2: "The relations which the American college president holds are more numerous, diverse, and complex than those of any other educational officer." Discusses his relations to the trustees, the faculty, the students, the graduates, the churches, the high school, the graduate school, other presidents, and the general community. Also contains discussion of best entering age, with many examples. "I have seen 95 percent of all administrative reforms advocated and accomplished by men under 35. . . . I could point to a period of 20 years in the history of Bowdoin College when it was exclusively in the control of old men. . . . Not a method was changed, not a single improvement made. Chapter summary: "The preceding sections of this chapter intimate the number and diversity of the relationships which the American college president holds. They show, at once, his rights and duties, his authorities and limitations, his forces, personal and official, his methods, the greatness of the office, and its possibilities of lasting and deep influence. It is indeed an office of lasting and deep influence in educational history."

Chapter 3: "The elements which go together to make him what he is, as an officer and as a man, and even the simple qualities characteristic of him, are still more significant and revealing." Considers, in turn, health, scholarship, judicialness, foresight, leadership, energy, optimism, patience, adaptability, conciliatoriness, institutional accommodation, sense of proportion, constructive conservatism, respect and love, religion, organising power, autocracy, salary ("In general, this salary should be, I believe, about double the typical salary of the regular teacher of permanent tenure"), writing and speaking, and reports.

Chapter 4: "I should say that about 15 percent of college presidencies are successful to a very high degree, and about 10 percent are failures." Analyzes the other 75 percent. Considers four environmental perils, the peril historic, the peril administrative, the peril political, and the peril ecclesiastical. "The subjective peril, however, which beset the presidency are far more serious and complex than those arising from his environment." Considers many of them, including smallness, intellectual blindness, lack of synthesis, inefficiency, interference with classroom teaching, autocracy, substituting machinery for personality, impulsiveness, truckling to wealth, yielding to pressure of athletic interests, relations to founders and to great benefactors, and finally of not knowing when his work is done.

Chapter 5: "The rewards that are given to the president may easily be divided into two classes . . . One class is made up of elements peculiarly personal, and the other class of elements that relate largely to the associations formed, to the appreciations given, to the environment made, and to the public results won by his students in their subsequent life." Considers several in each group.

Chapter 6: "If the president of the future can limit his service to this quartette of duties, thinking, conferring with his associates, with students, and public relations, he will be set free from other conditions and claims to which, under present circumstances, he is constrained to give an exhausting heed." Closes with an analysis of "the perfect president of the future."

The entire volume is replete with historical examples of notable college presidents. Includes many bibliographical references, some of them to publications before 1900.

69. **Weaver, David Andrew**, 1902– . Inaugural Addresses of College Presidents. *Jour. Higher Educ.*, 12: 63–66, February 1941. (*Author:* Instructor in Education, College of the City of New York.)

"Inaugural addresses of college and university presidents represent a valuable field of literature. In selected inaugural addresses one is introduced to much of the finest that has been thought and said." Gives brief characterizations of inaugural addresses of presidents Hopkins at Williams College in 1836, Eliot at Harvard College in 1869, White at Cornell University in 1868, Gilman at Johns Hopkins University in 1876, Hall at Clark University in 1889, Jordan at Stanford University in 1891, Wilson at Princeton University in 1902, and Butler at Columbia University in 1902. "Even though the periods and the institutions represented in these inaugural addresses may vary widely, there are certain currents of thought which bind all of them closely together." Lists various problems common to them.

70. ———. *Builders of American Universities: Inaugural Addresses.* Alton, Illinois: Shurtleff College Press, 1952. 2 vols. Vol. I, Privately Controlled Institutions, 381 p. Vol. II, State Universities, 426 p. Foreword by Guy E. Snavely. (*Author:* President, Shurtleff College, Illinois.)

Volume I contains brief biographies and inaugural addresses from 1836 to 1921 by 19 presidents—C. W. Eliot, A. T. Hadley, W. Wilson, N. M. Butler, W. Pepper, E. M. Hopkins, M. Hopkins, J. H. Seelye, H. M. MacCracken, S. P. Brooks, R. Rhees, G. E. Snavely, J. M. Taylor, A. D. White, W. A. Neilson, D. C. Gilman, J. H. Kirkland, D. S. Jordan, and G. S. Hall. Volume II similarly by 20 presidents from 1829 to 1947—R. C. Clothier, H. W. Chase, J. B. Angell, E. A. Alderman, A. Wylie, R. H. Jesse, V. M. Hancher, C. R. Van Hise, L. D. Coffman, H. Suzzallo, E. H. Lindley, H. L. Donovan, R. G. Sproul, A. S. Draper, E. B. Andrews, L. W. Jones, A. B. Hall, F. L. McVey, E. S. Mezes, and S. D. Brooks.

71. **Woodburne, Lloyd Stuart**, 1906– . *Principles of College and University Administration.* Stanford, Calif.: Stanford University Press, 1958. ix, 198 p. (*Author:* Dean, University of Washington.)

A comprehensive treatment of all major phases of college and university administration. Contains numerous references to the work of the president and his relation to other administrative officers. Bibliography, 25 titles. Review by O. Tead, *Jour. Higher Educ.*, 30: 465–466, November 1959.

72. **Wriston, Henry Merritt**, 1889– . *Wriston Speaking.* Providence, R.I.: Brown University Press, 1957. viii, 263 p. (*Author:* President Emeritus, Brown University, R.I.)

"In the course of my tenure at Brown University, there are on record something over a thousand speeches. . . . From this mass of material a committee . . . has selected the addresses, reports, and articles here presented. Many of them have been severely cut." Includes 26 speeches and addresses. No. 1 is "The College Presidency in Retrospect" (p. 3–22). See No. 493. No. 4 is his inaugural address (p. 61–64). "One does not enter upon this post of potential leadership with any feeling of pride. The sense of responsibility is sufficiently daunting to make any such temper not only in appropriate but impossible. Rather one comes into such a succession with a sense of deep humility." Review by F. E. Lund, *Jour. Higher Educ.*, 30: 118, February 1959.

73. WRISTON, HENRY MERRITT, 1889– . *Academic Procession: Reflections of a College President.* New York: Columbia University Press, 1959. 222 p. (*Author:* See No. 72.)

Autobiography, covering his presidencies of Lawrence College and Brown University. Chapters devoted to the president in his relation to the trustees, to the faculty, to the administration, to the students, to the alumni, and to the public. Review by Mildred M. Horton, *N.Y. Times Book Review,* 64; 6, Aug. 23, 1959.

# III. *Selection and Qualifications*

74. ADAMS, ARTHUR STANTON, 1896– . A Board's Highest Responsibility. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1958, p. 67–73. Discussion, p. 126–130, 132–133. (*Author:* President, American Council on Education, Washington, D.C.; President, University of New Hampshire, 1948–50.)

"I venture to assert that the highest responsibility of a board of trustees is that of selecting and electing the president of the university of which the board has the ultimate control and responsibility." Discusses desirable characteristics of the president and best methods for selecting him.

75. ALEY, ROBERT JUDSON, 1863–1935. A University President to the Faculty. *Educ. Review*, 51: 92–97, January 1916. (*Author:* President, University of Maine.)

Portion of address to his faculty. "I hold no brief for the college presidents of this country. . . . I believe that they are a high-minded, conscientious body of men. I believe that in general if they fail it is because of lack of wisdom and not because of any intention to do wrong. They are intensely interested in the institutions they represent."

76. ALLAN, R. S. *Liberty and Learning: Essays in Honour of Sir James Hight.* Christchurch, New Zealand: Whitcombe & Tombs, 1950. 328 p. (*Author:* Professor of Geology, Canterbury University College, New Zealand.)

Sir James Hight was Pro-Chancellor of the University of New Zealand from 1935 to 1948. Volume includes six personal tributes, 13 contributions on academic topics by colleagues and four students, and a bibliography of his writings of 30 titles. Personal tributes speak of many aspects of Sir James' success as a university administrator and teacher as well as his personal characteristics.

77. The American College President. *Harper's Weekly*, 46: 489, Apr. 19, 1902. Reprinted in *Current Lit.*, 32: 724–725, June 1902.

"There are always more college presidencies vacant than there are men competent to fill them." Suggests but dismisses as impractical proposal to establish chairs in universities to train them. Considers powers and responsibilities of the presidency. "This concentration of power in the hands of a single man has, of course, its advantages and its defects, but the most conspicuous merit is this: that under such a system things are actually *done.*" Contrasts with the European system. "No other system, indeed, could in practice be made to work without a radical change of theory and a violent break in the traditions of our educational past." In view of increasing burdens and complexities of the presidential office, discusses the proposal to divide the functions of the university presidency with two administrators, one in charge of financial affairs, one of academic affairs. "This project has commended itself to very many able students of university development in this country. At first sight, it seems not only reasonable and wise, but practical as well. Nevertheless, there exists in it the possibility of danger." Concludes that our universities "are trusting that whenever the necessity arises of a new appointment there will be found the well-equipped, efficient, energetic executive like President Butler, who today officially becomes the head of Columbia University."

78. ANDREWS, ELISHA BENJAMIN, 1894–1917. University Administration. *Educ. Review*, 31: 217–225, March 1906. (*Author:* Chancellor, University of Nebraska.)

"The most imperative service required of a university board is therefore the selection of a good executive. The choice is delicate also. Few offices in existence are harder to fill." States the qualifications of a successful president and says that "He needs a Titan's power for toil, yet must always work con *amore*, like an artist." Also discusses his relations with trustees, faculty, and students. "It lies mainly with the president to shape a university's task, ideals, standards, policies, to determine what it shall be or try to be."

79. Angell, James Rowland, 1869–1949. College Presidents. *Sch. & Soc.*, 26: 293–294, Sept. 3, 1927. (*Author:* President, Yale University.)

Copy of a letter to the *New York Times* in reply to an editorial claiming that university presidents are not "selected from the company of scholars." Says: "I beg to call to your attention a few striking instances of distinguished scholars who have risked happiness, peace, and a reputation for veracity by accepting presidential posts." Names a dozen such, with their institutions and fields of scholarship.

80. Bagley, William Chandler, 1874–1946. Education Boomerang: Reply to H. G. James. *Amer. Mercury*, 43: 501–502, April 1938.

Questions President James' statement (No. 142): "The notion that by taking his graduate degree in the field called 'education,' he becomes specially qualified for administrative posts is not in accordance with the facts." States facts to show that "a young man whose ambition points toward the administration of higher education and who 'takes his graduate degree in the field called "Education"' has, other things things being equal, nearly double the chances of appointment to the presidency of a State university of one similarly ambitious who elects to work in history and political science, and more than double the chances of one who elects to work in any other subject."

81. Bailey, Richard Paul, 1922– . Wisconsin Picks a College President. *Sch. & Soc.*, 86: 377–378, Oct. 25, 1958. (*Author:* Assistant to the Director, Board of Regents of Wisconsin State Colleges.)

Reports procedure followed in selecting a new president for Wisconsin State College, Platteville, which was so satisfactory that board plans to follow same method in selection of other presidents as vacancies occur.

82. ———. The Answer Was a Presidency. *Wisc. Jour. Educ.*, 92: 20–21, 29, November 1959. (*Author:* President, Yakima Valley Junior College, Wash.)

Yakima Valley Junior College, in searching for a new president, considered 50 candidates, narrowing the choice to four men. These men were given nine questions regarding educational theory and practice in a junior college. The nine questions and the answers are given as written by the successful candidate, the author.

83. Baker, Carlos Heard, 1909– . *A Friend in Power.* New York: Charles Scribners Sons, 1958. 312 p. Condensed in *Readers' Digest Condensed Books*, vol. 3, 1958, p. 343–462. (*Author:* Chairman, English Department, Princeton University.)

"At a great university the search is on for a successor to the aging president. The search touches many lives, and this novel by a distinguished professor presents an authentic picture of the forces at work under the deceptively quiet surface of faculty life."—Publisher's statement.

84. Barr, Stringfellow, 1897– . *Purely Academic.* New York: Simon and Schuster, Inc., 1958. 304 p. (*Author:* President, Foundation for World Government; Former President, St. John's College, Md.)

Fictional account of the activities of President Pomton, in a midwestern university, in his efforts to secure a research grant from a national foundation. "President Pomton was a remarkable man. . . . He was the sort of man who would be essentially too big for any job. Neither did he ornament scholarship; scholarship ornamented him." Deals extensively with campus politics and intrigues in selection and inauguration of his successor in the presidency. Presents a thoroughly cynical picture of university life and influence. Reviews by R. Hughes, *Cath. World*, 187: 315, July 1958; by R. Horchler, *Commonweal*, 68: 134, May 2, 1958; by S. S. Smith, *Lib. Jour.*, 83: 78, Jan. 1, 1958; by W. Bittner, *Nation*, 186: 104, Feb. 1, 1958; by C. Tunstall, *N.Y. Her. Trib. Book Rev.*, p. 3, Jan. 5, 1958; by E. Fuller, *N.Y. Times*, p. 4, Jan. 5, 1958; by J. K. Galbraith, *Reporter*, 18: 48, Feb. 6, 1958; by W. Hogan, *S.F. Chronicle*, p. 19, Jan. 13, 1958; by M. Crane, *Sat. Review*, 41: 14, Jan. 4, 1958; and in *Time*, 71: 78, Jan. 6, 1958.

85. Benjamin, Harold, 1893– . The Role of Higher Education in American Democracy. In *Democracy in the Administration of Higher Education* (No. 21), p. 3–14. (*Author:* Dean, College of Education, University of Maryland.)

Discusses "Is Professional Experience a Handicap in College Administration?" States: "This is one of the most dangerous weaknesses in American higher education today. It causes some universities to descend to the level of believing that a trained administrator, a man who has run banks, oil companies, armies, or political parties is a wonderful 'find' for a university presidency . . . that they are lucky to have someone uncontaminated by educational experience."

86. Biddle, J. Craig. Announcing the Appointment of a New President. *Pride,*

3: 12–13, January 1959. (*Author:* Director of Public Relations, Springfield College, Massachusetts.)

Reports unfortunate and fortunate methods of announcing appointment of new presidents at Springfield College and at University of Pittsburgh.

87. Brandt, Joseph August, 1899– . Poison in the Academic Ivy: A College President Must Know How to Manage a Business Enterprise. *Sat. Review Lit.*, 28: 5–7, Jan. 13, 1945. (*Author:* Director, University of Chicago Press; formerly President, University of Oklahoma.)

"The general concept of the duties of the presidents of our colleges and universities is usually Early American or, at the least, Early Victorian. . . . There is increasing evidence, however, that trustees in choosing presidents today are looking beyond the Christian veneer. . . . The fact remains that thus far the three greatest educational innovators of our modern times have been educators, Nicholas Murray Butler, Woodrow Wilson, and Robert Maynard Hutchins. The careers of these three men might be studied with profit by anyone contemplating a presidency. . . . Perhaps the greatest anomaly of democratic America is the continuance of the monarchical system which fetters our colleges and our universities."

88. Bretz, Julian P. Selecting a President at Cornell. *AAUP Bull.* 25: 150–157, April 1939. (*Author:* Faculty member, Cornell University.)

"The recent selection of a President for Cornell University has attracted favorable notice because of the somewhat unusual procedure of the Board of Trustees in inviting faculty participation. I have been asked to give you an account of the search for a new president with special emphasis on the method employed." Describes the joint committee of nine members, five from the trustees, four from the faculty, its philosophy and its methods.

89. Brumbaugh, Aaron John, 1890– . Why Be a College President? *North Central Assoc. Quart.*, 20: 282–290, April 1946. (*Author:* Vice-President, American Council on Education, Washington, D.C.; Formerly President, Shimer College, Ill.)

"I should like to aid those who aspire to the position to approach it with a knowledge of its demands and its rewards." Discusses appraising the presidency, the responsibilities of a college president, some hazards of the position, and desirable qualifications for it. Quotes one statement of qualifications drafted by a committee for choice of a new president. "This formidable list of values leaves one with the impression that if there is such a man, he ought to be canonized instead of saddling him with the duties of a university president."

90. The Burden of the College Presidency. *Nation*, 81: 335, Oct. 26, 1905.

"The duties and qualifications of the president of a modern university were discussed by the educators who gathered last week at the inauguration of Dr. Edmund J. James as president of the University of Illinois. The ideal president must evidently be a scholar, teacher, disciplinarian, organizer, administrator, financier, diplomatist, and accomplished writer and speaker. Such, at least, is the impression from an interesting address on the subject by Dr. Andrew Sloan Draper." See No. 367. Gives varied comments on that address and its implications. "The average man does not realize how much we demand of our college presidents. . . . The wonder is that more colleges do not, as Senator Dolliver put it, 'smell of Oil'."

91. Carlson, William Samuel, 1905– . The Roughest Profession: The College Presidency. *Amer. Scholar*, 21: 69–80, Winter 1951–52. (*Author:* President, University of Vermont.)

States that there are "about 200 presidential vacancies to be filled on our campuses this year—and *every* year. For every really worthwhile presidency, there are likely to be a hundred or more candidates. Here is the worst competitive employment field in the country and in it one can find many a job-hunting lesson." Illustrates by a lively account of the qualifications, letters of recommendation, and methods employed by a large group of candidates for the presidency of a moderately small college designated as "Seaboard State." Reports that "I had the opportunity of reading the candidates' dossiers—nearly a hundred of them." Gives illuminating quotations from many of them.

92. Carmichael, Oliver Cromwell, 1891– . What Makes a Good College President? *N.Y. Times Mag.*, p. 10+, Sept. 7, 1947. Reprinted in *AAUP Bulletin*, 33: 681–687, Winter 1947. (*Author:* President, Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Later, President, University of Alabama.)

"The fact is the background of college presidents today in the aggregate is probably more varied than that of any other occupation." Gives numerous examples, both academic and nonacademic. "The first essential of an effective college or university president is a sound philosophy of education . . . and some knowledge of institutional structure and organization." Discusses importance of other characteristics including financial ability, business ability, and aptness in human relations.

93. Carnegie Corporation of New York. *Annual Report, 1951.* New York: The Corporation, 1951. 90 p.

Section "White Blackbirds" (p. 25–26) contains a discussion of the widely varied characteristics of a successful college administrator, and the informal "modest program which the Corporation has been carrying on intermittently for almost ten years," to discover and give preliminary training to "young college and university officers of unusual promise." About 25 such have been sent by the Corporation to visit other institutions for periods of 2 to 4 months each. "A high proportion of them have gone on to positions of increased administrative responsibility."

94. Carroll, Ramon Leonard. *A Study of Top Executive Selection in Industry With Implications for the Selection of College Presidents.* Knoxville: 1959. 219 p. Abstract in *Diss. Abstracts*, 19: 2821, May 1959.

Unpublished doctoral dissertation (Ed. D.) at University of Tennessee. Examines the pertinent literature since 1930 and four programs of selection currently used in industry and attempts to identify and appraise factors in them which have significance for selection of college presidents.

95. Cattell, James McKeen, 1860–1944. University Presidents Who Have Been Psychologists. *Scient. Month.*, 45: 473–477, November 1937. (Author: Editor, *Scientific Monthly.*)

"In the old days the college president was nearly always a clergyman. . . . Eliot was the first lay president of Harvard, Hadley at Yale, Wilson at Princeton. . . . Psychology and education, which should be an applied science based primarily on psychology, seemed the most logical fields from which to draw the president of a university if he were to be an educational leader, rather than orator and collector of money." Names several such. "A number of psychologists were elected to be president . . . three of whom have just retired: President Bryan at Indiana, President Farrand at Cornell, and President Angell at Yale." Gives large portrait of each and sketch of his professional career.

96. Coffey, Walter Castella, 1876–1956. Criteria Helpful in Selecting a President for a Church-Related College. *Assoc. Amer. Coll. Bull.*, 39: 353–356, May 1953. Reprinted from *Trustee*, January 1953, a quarterly letter to trustees of church-related institutions of higher education, issued by Division of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. (*Author:* President Emeritus, University of Minnesota.)

Report by committee of the trustees seeking a new president for Hamline University. "It will not be possible to find a man who measures up to all of the qualifications listed here. Nevertheless our Committee can do a better job if these qualifications are kept closely in mind." Lists them under seven heads: 1. Age, health, family; 2. educational training, academic degrees, honors; 3. experience (a) as a speaker, (b) as a teacher or minister, (c) as an administrator; 4. church affiliation; 5. ability in making contacts; 6. success in raising funds; 7. from another point of view.

97. College Presidents. *Sat. Eve. Post*, 205: 20, June 24, 1933.

Editorial, commenting on sudden death in auto accident of President Hibben of Princeton University. Discusses previous positions held by college presidents, and their duties, especially in influencing public opinion. "The president of a large university or notable college is almost sure to be listened to when he speaks. His very position gives him a certain authority. But that very fact should make him careful. He does not necessarily perform a public service by emitting a loud blast on every current topic or by seeking to startle, or by imitating the easy omniscience of some of the newspaper columnists. . . . But their greatest effect upon public opinion, in the long run, is in molding and building the young men and women who attend their institutions."

98. Colvert, Clyde C., 1890– . Significant Characteristics of Successful Administration Frequently Overlooked. *Jun. Coll. Jour.*, 21: 145–147, November 1950. (*Author:* Professor of Junior College Education, University of Texas.)

Lists 17 features necessary for a junior college administrator if he wishes to be successful and retain his position.

99. A Complex of College Presidents. *Independent*, 105: 193, Feb. 19, 1921.

Reproduces composite portrait of "the typical college president" from *Educational Review* (See No. 290) stating that it is "a combination of the photographs of eighteen recently appointed executives of American colleges and universities," whose names and institutions are given.

100. Cowley, Elizabeth B. Choosing a New President: Some Notes on the Process of Selection. *AAUW Jour.*, 28: 221–222, June 1935.

The selection of a new president "takes on an added significance in the case of small colleges for women, for these institutions are passing through one of the most critical periods in their history." Discusses briefly importance of various qualifications significant for the presidency of such an institution.

101. Cowley, William Harold, 1899– . What Should a College President Be? *Bulletin of the Texas Technological College*, 4: 9–23, August 1949. Also in *Representative American Speeches: 1949–1950* (Albert Craig Baird, Editor) New York: H. W. Wilson Co., 1950. (The Reference Shelf, Vol. 22, No. 3), p. 230–244, 250. Brief summary in *Assoc. Amer. Coll. Bull.*, 37: 266, May 1951. (*Author:* Professor of Higher Education, Stanford University; President, Hamilton College, N.Y., 1933–44.)

Address at inauguration of Dossie Marion Wiggins as fifth president of Texas Technological College, May 10, 1949. "A college president . . . is one of the most burdened, one of the most harassed, one of the most put-upon people in American life. He is a hewer of wood and a drawer of water, a dray horse, a galley slave, a bellhop, a hack, and a nursemaid all wrapped in one. He may seem to be the top brass of an educational institution, but actually he spends most of his time polishing other people's brass—and breaking his back in the process. He is expected to be an educator, a businessman, a public speaker, a writer, a money-raiser, a politician, a giver of dinners, a charmer at receptions, a moral force in the community, a commentator on national and international affairs, and popular with students, alumni, faculty, and readers of newspapers. . . . What today can a college president reasonably be expected to be? I suggest that he should be three things—three and no more—and that he can be these things only if he is not expected to spread himself in other directions. These three things are: first, an organizer; second, a coordinator; and third, an educational philosopher." Discusses each of these at considerable length. "One of the best definitions of a college president that I know is this: He is a man who makes compromises for a living."

102. The Crime of Being a College President. *Nation*, 78: 164–165, Mar. 3, 1904.

Considers three recent criticisms of college presidents. "The first count against them is cowardice. . . . But ignoring the extenuating circumstances, we find that college presidents still compare favorably with the damned who suffer in the next circle above them in the inferno—United States Senators. For unhesitating courage President Hyde of Bowdoin ranks with Senator Hale or Senator Frye"—and eight other named presidents with named senators. "The second count is bootlicking for the sake of endowments. But the amount of actual begging which college presidents do is much exaggerated. Some chronic and shameless mendicants there may be, but there are a number of presidents who are neither highwaymen nor toadies. On the last count, most of our college presidents can plead not guilty. . . . Our college presidents have, on the whole, offered the sanest and most caustic criticisms of athletic excesses."

103. Cumings, Edgar Crowther, 1909– . Leadership in Higher Education. *Sch. & Soc.*, 85: 259–261, Sept. 28, 1957. (*Author:* Staff member, American Social Hygiene Association, New York, N.Y.; formerly Vice-President and Dean, Hiram College, Ohio.)

"The decline in leadership in higher education may be attributed, in part, to the methods employed by boards of trustees in selecting their new leaders and to the changes in the kinds of people chosen." Gives reasons for general unsuitability and lack of success of presidents with previous experience as business men, as military men, as "schoolman or professional educationist," or as a minister. Conclusion: "It is difficult, therefore, for an executive from an unrelated field to enter an educational institution and come to any very satisfactory relationship with his faculty."

103a. Davis, Paul H. The Measure of a College President. *Lib. Educ.*, 46: 395–404, October 1960. (*Author:* Consultant in Institutional Finance and Public Relations, Los Angeles, Calif.)

"To encourage more objective judgment, I have prepared ten questions which, if you are a president, you may find useful. If you are a trustee, you may assess the attributes of the president selected. If you are of the staff, or faculty, or alumni, you may judge the fairness of your past comments and criticisms." Presents a score card and discusses characteristics in terms of 10 features: character and integrity, knowledge and scholarship, leadership, planning, democracy, authority and responsibility, facts, recruitment of faculty, recruitment of staff, and volunteers.

104. DAVIDSON, CARTER. 1905– . The Making of a College President. *Amer. Mercury*, 22: 454–460, April 1931. (*Author:* Professor of English, University of Chicago; Later, President, Union College, N.Y.)

Presumed verbatim report of very lively conversation between three college trustees, one of a large state university, one of an endowed university, and one of a small denominational college, who are considering ideal qualities of a college president—"scholarship, tact, progressive idealism, organizing ability, speaking effectiveness, good health, and unimpeachable morals." Also discuss the qualities of a president's wife. "He must have a wife almost as well educated and twice as tactful as himself. . . . We believe that the choice of a university's first lady is quite as important as that of its president. . . . We turned down one first-class man entirely because of his wife." Final paragraph: "And are you perfectly satisfied that your present chief executives fulfill all these requirements? My only answers were a boisterous laugh of derision from Sayre, a cynical, pitying smile from Koontz, and a look of despair from Dunstan."

105. ———. Is College Administration a Profession? *Assoc. Amer. Coll. Bull.*, 35: 105–111, March 1949. (*Author:* President Union College, New York.)

Considers seven major qualifications for a successful president: 1. Must be physically above par; 2. must understand and appreciate scholarly endeavor and research; 3. should have experience as a classroom teacher; 4. successful in personal relations; 5. appearance on the public platform as public orator extraordinary; 6. service to community boards and committees; 7. ability to write letters, articles, reports, and books. Conclusion: "The person whom I have now described to you may appear to some as monstrous, a hydra-headed creature impossible to endure."

106. The Decline of College Presidents. *New Republic*, 4: 203–205, Sept. 25, 1915.

Contrasts the old-time college president with "the trim, dapper gentleman of the pince-nez and business suit, young and alert in spite of his 50 years, who now occupies the presidential chair of our colleges. . . . Primarily he is a business man with a big proposition to put over." Claims that he is not typically a scholar, although "by almost superhuman effort a college president sometimes succeeds in making a real contribution to science or literature." Conclusion: "Only by decisive measures can college presidents avert a further serious decline in character and influence that will reduce them ultimately from the highest of professional eminences to the inferior rank of corporate managers."

107. DEMIASHKEVICH, MICHAEL JOHN, 1891–1938. Organization and Administration of Universities in Germany. *Peabody Jour. Educ.*, 10: 342–357, May 1933. (*Author:* Faculty member, George Peabody College for Teachers, Tennessee.)

Quotes *in extenso* (13 pp.) the new Charter of the University of Berlin, including a section on the Rector, his selection, duties, and responsibilities. "The Rector stands at the head of the academic self-government. He represents the university in the internal and external affairs of the university as a whole, and also represents it in all the solemnities in which it takes part. The Rector is elected for one year."

108. DEUTSCH, MONROE EMANUEL, 1879–1955. Choosing College Presidents. *Sch. & Soc.*, 66: 308–309, Oct. 25, 1947. Reprinted in *AAUP Bull.*, 33: 520–524, Autumn 1947. (*Author:* Vice-President and Provost Emeritus, University of California.)

Comments on advantages and disadvantages of selection of a military man or other non-academic individual as a university president, occasioned by choice of General Eisenhower as president of Columbia University. "Personally I should place educational leadership ahead of mere administrative ability; the latter can be secured; it can be bought by a wise president content to supplement his own qualities. The former is far rarer. The issue involved in the Columbia appointment is not that of one man or one institution; it endangers the future of American higher education." Considers whether "the present trend in our universities toward the choice of presidents on the basis of administrative ability may not be responsible for the fact that we can today count our outstanding presidents on the fingers of one hand, whereas three or four decades ago two or more hands would have been required."

109. ———. *The College From Within.* Berkeley and Los Angeles: University of California Press, 1952. xiv, 232 p. (*Author:* See No. 108.)

The 26 chapters contain personal comments on many subjects including one "The President: He Is Expected to Be Superhuman" (p. 6–27). "I am firmly convinced that the choice of presidents should be made from among those whose lives and thoughts have been devoted to work in colleges or universities. The business man, the physician, the public official, and the general, have none of them spent their lives in dealing with such questions. . . . If one lists the greatest of all our past university presidents, he will find that they were scholars—and indeed scholars of distinction. . . . The college presidency is in danger of becoming the normal refuge of persons of prominence who are out of a job. . . . The trend toward the appointment of noneducators seems to be growing greater." Gives many examples of unfortunate and undesirable choices in various institutions. Advocates early retirement of presidents, preferably before age 65 and limitation of normal service to 10 or 15 years. "Men in new executive posts are often most *fertile* of new ideas and 'shoot their bolt' during their first ten years of office, and then not infrequently move 'on flat tires' (to change the figure)." Review by W. P. Sears, *Educ.*, 72 : 704, June 1952.

110. Dodds, Harold Willis, 1889– . An Induction Address Delivered at the Inauguration of William Alfred Eddy as President of Hobart and William Smith Colleges. *Jour. Higher Educ.*, 7 : 461–464, 507–508, December 1936. (*Author:* President, Princeton University.)

Considers the job of a president of a college or university. "As the duties of the position have developed in the United States, the post is almost too realistic and romantic to be filled by one single specimen of human clay. I once saw a complete job specification drawn up by the trustees of a university in search of a president. Talk about dual personalities! The gifts of a financier, business man, scholar, preacher, salesman, diplomat, politician, administrator, and Y.M.C.A. secretary were some of the qualifications enumerated, in addition to high moral character and a happy marriage to a charming wife." Discusses presidential relations and responsibilities to the public, to the faculty, to the alumni, and to the students.

111. Doe, John. The Selection of College Presidents. *Sch. & Soc.*, 23 : 461, Apr. 10, 1926.

Satirical description of the process of selection. "The routine by which a college governing board selects a college president is universal and well-established. The representative committee canvasses the field with noble gestures, broad publicity, and secret overtures." States four qualifications, including scholarship—"Greek or astronomy preferred." "Though, theoretically, all and each of these qualifications must be present in ample measure, it is sad to contemplate the scientific fact that the human mechanism reacts to a very definite stimulus, and too often the determining stimulus is just an advertised reputation. . . . And yet the colleges continue to grow—in size and popular appeal, at least—and one is confronted with the question: Is the president of a college what the manner of his selection would indicate—essentially an ornament?"

112. Draper, Lynn H. *and* Mortola, Edward J. Human Relations Pitfalls for the Novice Administrator. *Coll. & Univ.*, 28: 397–409, April 1953. (*Authors:* (1) Provost, Pace College, New York; (2) Director of Administration, Park Avenue Christian Church, New York.)

Discusses human relations pitfalls relating to the administator in the supervision of subordinates, in working with colleagues, and in dealing with superiors. Bibliography, 11 titles.

113. Dyche, William A., 1861–1936, *and* Ascham, Roger, 1515–1568. Prexies, Past and Present: Two Ideals—Centuries Apart, Yet Strikingly Similar. *Golden Book*, 20: 242–244, September 1934. (*Authors:* (1) "Godfather to Northwestern University"; (2) "Schoolmaster to Queen Elizabeth.")

(1) "Years ago university presidents were scholars and educators. Today many of them are salesmen and promoters. . . . Our college presidents are great men, but the day has come for a change in their work. They have a tremendous opportunity, which most of them are now losing." A strong plea for closer relationships with faculty and especially with students. "The president should give a large part of his time to his students."

(2) Appreciative sketch of life and educational influence of Dr. Nicholas Medcalfe, Master of St. Johns College, University of Cambridge. "This man's goodness, and fatherly discretion, shall never out of my remembrance all the days of my life." (Sic)

113a. Eells, Walter Crosby, 1886– . The College President's Wife. *Liberal Education*, March 1961.

Reports the judgments of various educators regarding the peculiar responsibilities and difficulties faced by the wife of a college president. Suggested by No. 103a.

114. Elbin, Paul Nowell, 1905– . College President on a Tight Rope. *Coll. & Univ. Bus.*, 25: 19–22, October 1958. (*Author:* President, West Liberty State College, West Virginia.)

Comments on the newly announced study of the college presidency under auspices of Carnegie Foundation for the Advancement of Teaching, "one of the most important ever sponsored by the Foundation." Discusses characteristics and desirable qualifications of a college president. "The commonly accepted prerequisites for the job are low blood pressure, ulcer-proof stomach, rhinocerous hide, a wife able to love an absentee husband, and the ability to see trees without losing sight of the forest." States 13 dilemmas facing a president. Examples: "If he's under 45, he's considered impulsive and autocratic. If he's over 45, he's smug and lazy. . . . If he takes a stand on a controversial matter, he is tactless. If he does not take a stand on a controversial matter, he is a coward." (See No. 35.)

115. Eligible List for Presidents. *AAUP Bull.*, 20: 333, May 1934. (*Author:* "The President of a Leading State College.")

Recommends that the American Association of University Professors compile a list of "professors, deans, and other minor administrative officials who show indications that they might be available for college presidencies." Recommends five steps to be followed in securing and using such a list. "I believe such a list would be enormously valuable, and that it would do two things. First, it would improve the quality of college administration throughout the country; second, it would give many men interested and capable in administrative work a chance of securing a position, which at the present time they are entirely barred from securing."

116. Emerson, R. W., Secundus (*Pseudonym*). In Memoriam—the College President. *Amer. Scholar*, 18: 265–270, Summer 1949. (*Author:* "With this number the *American Scholar* undertakes a new venture—the printing, from time to time, of longer expressions of editorial opinion upon some subject of current importance. In this case (as in the future) the editorial is drafted by one member and circulated among the remainder of the Board before publication. All such editorials will be signed R. W. Emerson, Secundus, in deference to the originator of the phrase 'The American Scholar'.")

"Then came the Empire Builders—Eliot of Harvard, Butler of Columbia, Gilman of Johns Hopkins, Wilson of Princeton, Hadley and Angell of Yale. They made the American college into a university by right and pressure of Manifest Destiny. They colonized the wastelands of intellect. . . . Now after half a century of expansion, the era of educational imperialism is over; the great leaders are dead. . . . These ultimate facts define the conditions that dictate the choice of a modern college president. His first task is to raise money. . . . It is to fulfil this primary duty that he must be young, energetic, a good speaker, and a bland reception-lines man. . . . In short the whole executive intelligence of the modern seat of learning goes into advertising, selling, and hoarding. . . . Meanwhile his [the president's] connection with his college or university decreases from minimal to nominal."

117. Epstein, Ralph Cecil, 1899– . The Technique of Making University Appointments. *AAUP Bull.*, 35: 349–356, Summer 1949. (*Author:* Faculty member, University of Buffalo, New York.)

Chiefly concerned with three basic principles for selection of university professors—sufficiently careful canvass of the field, possession of a high degree of suspicion, and thoroughness—the willingness to expend time and money to check completely into the candidates past history. But also states that "All that has been said relates to the appointment of professors; but it applies with even greater force to the appointment of presidents. Yet the high turnover of college presidents indicates that committees and trustees frequently investigate prospective incumbents most inadequately." Quotes with approval from Professor Bretz' description of procedure used at Cornell University. (See No. 88.)

118. Fitzpatrick, Edward Augustus, 1884–1960. Administrative Officers of Catholic Educational Institutions: No. 2. The President of a Catholic University. *Cath. School Jour.*, 53: 244, October 1953. (*Author:* Editor, *Catholic School Journal;* Dean, Graduate School, Marquette University, Wisconsin.)

Editorial discussion of (1) the desirable qualifications of a president—personal, scholarship, and knowledge of university administration; (2) experience; and (3) relation to public educational system. Emphasizes responsibility for the graduate school and for professional schools. "Unfortunately, in American education generally, there has been emphasis on financial 'wizardry' or expertness in public relations. . . . In these recommendations we would like to insist that the president of a university should be an educator rather than a 'go-getter'." See also No. 119.

119. ———. Administrative Officers of Catholic Educational Institutions: No. 3. The Catholic College President. *Cath. School Jour.*, 53: 274, November 1953. (*Author:* See No. 118.)

Editorial discussion. Lists nine qualifications needed by the president of a college as distinguished from a university. Ninth one: "The primary qualification ought not to be his capacity to raise money—useful as money is." See also No. 118.

120. Flexner, Abraham, 1866–1959. *I Remember—The Autobiography of Abraham Flexner.* New York: Simon & Schuster, 1940. xii, 414 p. (*Author:* Staff, Carnegie Foundation, New York City, 1908–1928; Staff, General Education Board, N.Y. City, 1930–1939. Retired, 1939.)

Discusses the college presidency (p. 335–339). States that he and Dr. Wallace Buttrick of the General Education Board "agreed that despite outstanding exceptions, the difficult problem in the American university is the discovery of a president. There are scholars and scientists who believe that the remedy lies in 'faculty government'—which would only result in confusion worse confounded." Discusses whether the president should be an educator, an administrator, or both. "The president must guard the integrity of the faculty against dangers from without and from within, and he cannot do it if he is a stranger to learning." Asks whether we can "train men to be competent and broadly informed college or university presidents." Reports his discouragements and failures in trying to find young men for such training under the auspices of the General Education Board.

121. ———. The College President. *Assoc. Amer. Coll. Bull.*, 26: 587–590, December 1940. (*Author:* See No. 120.)

Excerpts from the author's autobiography, *I Remember* (No. 121), p. 335–339. "Too few university presidents make it their practice to visit quietly and unostentatiously other universities in this country and in Europe to keep in touch with learned men in America and abroad. . . . Can we take time by the forelock and train men to be competent and broadly informed college presidents?" Recounts discouraging experience of General Education Board in endeavoring to finance such preparation for carefully selected young men.

122. The General Takes Command. *Time*, 52: 43–44, Oct. 25, 1948.

A Time-esque account of the inauguration of Dwight D. Eisenhower as President of Columbia University. "Last week's inauguration . . . was as solemn as a funeral, as impressive as a coronation, and as carefully mapped as an invasion."

123. Graves, Frank Pierrepont, 1869–1956. The Need of Training for the College Presidency. *Forum*, 32: 680–685, February 1902. (*Author:* President, University of Washington; Former President, University of Wyoming.)

"My only regret is that I entered upon the work of administration so poorly prepared, and that it has taken so long to learn comparatively little. . . . When one thinks of all the difficulties of a college executive, it is a matter of surprise that no training or advice for so important a work has yet been offered." Discusses two reasons—"Conventional modesty . . . to deter a young man from publicly enrolling himself for the necessary training to become a college president," and "the opinion of many that college administration cannot be taught, because it is so far from being an exact science."

124. ———. Address at the Inauguration of the President of the American University of Beirut. *Sch. & Soc.*, 18: 301–314, Sept. 15, 1923. (*Author:* President of the University of the State of New York and State Commissioner of Education for New York.)

Address at inauguration of Bayard Dodge as third president, Beirut, Lebanon, June 28, 1923. Includes tributes to work of first two presidents, Daniel Bliss and Howard S. Bliss. "President Dodge, you are bringing to this great work a most unusual equipment. You have all the vigor of youth, combined with the poise and judgment of age."

125. Greenleaf, Walter J. "New College Presidents." *Sch. & Soc.*, 43: 61–62, Jan. 11, 1936. (*Author:* With U.S. Office of Education.)

In an analysis of 133 new college presidents, tabulates number of institutions of nine types and percentage of each with new presidents, varying from 10.8 percent of Roman Catholic colleges to 5.0 percent of normal schools. For total of 1,662 colleges, finds 8.0 percent had new presidents.

126. Gross, John Owen, 1894– . Order of Worship for Installation of a College President. *Chris. Educ.*, 27: 263–268, June 1944. (*Author:* Secretary, Depart-

ment of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former President, Simpson College, Iowa.)

"The inauguration of a president in a church-related college frequently follows the general pattern found in all educational institutions." Suggests in detail an appropriate ritual for distinctly Christian service "prepared by the writer with the help of Dr. Walter M. Scheuerman, pastor of the First Methodist Church, Indianola, Iowa."

127. Gross, John Owen, 1894– . Choosing a College President for a Church-Related College. *Christ. Educ.*, 31: 68–72, March 1948. (*Author:* See No. 126.)

States and enlarges upon 15 "standards essential for the measuring of the qualifications of prospective presidents." Considers significance of selection of General Dwight Eisenhower as president of Columbia University, quoting from H. N. Snyder (See No. 684) and M. E. Deutsch (See No. 108) concerning it.

128. ———. College Administration—An Art and a Test. *Peabody Jour. Educ.*, 36: 329–337, May 1959. (*Author:* See No. 126.)

"In my work I have had the chance to know personally about 400 college and university presidents. . . . For our special consideration I have selected five presidents who personify some of the essential qualifications for the high office." Gives personality sketches of each, followed by briefer descriptions of five foolish presidents. "They were unpractical and lacked a sense of realism and understanding. None of them are presidents now."

129. Hamor, William Allen, 1887– . Living Chemists Now or Formerly in College Presidencies. *Ind. & Eng. Chem., News Edn.*, 13: 437, Nov. 20, 1935. Correction, p. 481. (*Author:* Mellon Institute of Industrial Research, Pittsburgh, Pa.)

Names 32 chemists who have been acting presidents or presidents, with names of institutions and dates of service. Twelve of the 32 held presidencies at the date of compilation. Correction lists nine additional names.

130. Harford, Charles N. President Harper as a College Student. In *William Rainey Harper Memorial Conference* (No. 51), p. 123–126. (*Author:* "Dr. Harford is Muskingum's oldest living alumnus, now in his one hundredth year. He took part in the commencement exercises at Muskingum in 1870 when President Harper received his degree.")

"That boy was a remarkable boy. Five things I want to speak of. I think I can do so in about ten minutes." Discusses President Harper's wonderful mind, his understanding, his faculty of concentration, his faculty of love, and his lack of fear of work.

131. Harper, William Rainey, 1856–1906. The College President. *Educ. Record*, 19: 178–186, April 1938. Also in No. 51, p. 24–34. (*Author:* First President, University of Chicago.)

Introductory note by Samuel N. Harper: "In the examination of the family files for material which might appropriately be placed in the log cabin where Dr. Harper was born, this unpublished manuscript was found. It seems proper that this article, prepared in 1904, be read at the Muskingum College Centennial Dinner, where former presidents and alumni were being memorialized."

"A superficial observer will find much to substantiate the very common accusation that the college president is professionally a prevaricator. . . . Is it diplomacy, or is it lying? Or may a more euphemistic phrase be found to describe the policy which must characterize his dealing with all classes of men, if he is to remain a college president? . . . The college presidency is a profession in which a large percentage of one's time and energy is occupied in saying 'no.' . . . One of the most distinguished university presidents now living was noted during a large portion of his career for his extreme brutality. . . . It is contended, with some show of plausibility, that the modern college president is first and last a 'boss.' . . . In these last years has Harvard outstripped Yale? If so, is it not partially because at Harvard the president is given more power? . . . Another feeling which gradually grows upon the occupant of the presidential chair is that of great loneliness—the feeling of separation from all his fellows. . . . Besides all this, there is found in moments of greatest encouragement a feeling of utter dissatisfaction with one's work. . . . Further the president should never do today what by any possible means he can postpone until tomorrow. Premature action is the source of many more mistakes than procrastination."

132. Hart, Joseph K. The Democratic Organization of a State University. *Pop. Sci. Month.*, 84: 91–99, January 1914. (*Author:* Faculty member, University of Washington.)

"There should be, as president of the university, a man of broadly democratic and social intelligence, interested in all aspects of education, and capable of understanding the meaning of democratic service for the State. . . . In no sense should the executive feel a personal ownership in the university; but he should have a sense of personal responsibility. . . . Such a president will, however, scarcely ever be chosen by a board of control acting independently. As a matter of fact a democratic organization of the university would demand that the people of the state, represented by the board of control; the faculty, represented by a committee elected by themselves; and the student body, represented by a committee chosen the same way, should all have a share in the selection of the president."

133. Hart, Lavinia. Women as College Presidents. *Cosmopolitan*, 33: 72–79, May 1902. With five portraits.

"In discussing the fitness of women for the college presidency, it is necessary to take under consideration two problems: First, what does the university require of its president? and second, is woman as well equipped with these qualifications as man?" Discusses three types of college presidents—the clerical, the scholastic, and the executive. Concludes that "the qualifications necessary for the successful college president of today are virtually boundless." Discusses many of them. Affirms that women have many of the qualifications needed for a successful president as shown especially by the career of Miss M. Carey Thomas of Bryn Mawr College. "Miss Thomas is, of course, an extraordinary woman. So is Pres. Eliot an extraordinary man. He is not the only extraordinary man of his age, however. Neither is Miss Thomas the only extraordinary woman of her type. The world is full of extraordinary women." Considers possible objections to women in the presidency, especially maternity. Gives portraits of Miss Thomas, also of Mrs. Agassiz of Radcliffe College, Miss Woolley of Mt. Holyoke College, Miss Laura D. Gill of Wellesley College, and briefly characterizes their work and qualifications.

134. Hillway, Tyrus, 1912– . What Professors Want in a President. *Sch. & Soc.*, 87: 306–308, June 20, 1959. (*Author:* Professor of Education, Colorado State College; President, Mitchell College, Conn., 1946–51.)

Based on questionnaire responses from 403 professors in some 90 accredited colleges and universities. Ranks in order of importance 10 characteristics of a college president judged most desirable and 6 judged most undesirable. "On the lists of traits considered most highly desirable, the most popular by all odds was *integrity*. Twenty-four percent of all the respondents put this quality in first place and it ranked high on almost every list." Second was *intellectual integrity* and third was *ability to organize and lead*. "Of all the undesirable characteristics, there was almost overwhelming agreement upon *dictatorial or undemocratic attitude*."

135. Hobson, Robert L. *Some Psychological Dimensions of Academic Administrators*. Lafayette, Indiana: Purdue University, Division of Educational Reference, 1949. (Studies in Higher Education, No. 73.) 99 p. (*Author:* Member, Research Staff, Purdue University.)

"The lack of specialized devices for measuring the effectiveness of the administration presented a genuine challenge." A technical, statistical study of the development of *The Purdue Rating Scale for Administrators* (No. 58). Consists of 36 items dealing with intellectual balance, emotional balance, administrative leadership, administrative planning, use of funds, capacity for work, accomplishment, relations with subordinates, public relations, and social responsibility. Developed in cooperation with nine colleges in Indiana in which the scale was used. Percentile norms given for each of the 36 items, and reliability and validity of the items reported in statistical terms. Three major factors were isolated by the method of factor analysis—fairness to subordinates, administrative achievement, and democratic orientation. Numerous interrelationships given and discussed. Bibliography, 76 titles.

136. Holmes, Roger Wellington, 1905– . Faculty Participation in Selecting a College President. *AAUP Bull.*, 43: 598–604, December 1957. (*Author:* Professor, Mount Holyoke College, Massachusetts.)

"In appointing its new president, Mount Holyoke College completed a venture in trustee-faculty cooperation worth the attention of other educational institutions." Describes the composition (4 trustees, 3 faculty members) of the Committee to Choose New President and its methods of work. "The most obvious advantage of faculty participation in this situation was that trustees and faculty, working together, accomplished ends which neither could have achieved alone."

137. Houf, Horace Thomas, 1889– . Wanted: A New President. *AAUP Bull.*, 30: 227–232, Summer 1944. (*Author:* Faculty member, Ohio University.)

Discusses the function of the presidency in "a medium-sized state-supported university with several thousand students and a few hundred instructors." States that "The president is selected and empowered by the trustees to undertake two main things: to see that the students are well served by the University, and to promote the interests of society through the institution. . . . This means that the president must deal effectively with at least three groups directly—with the trustees who represent the public, with the deans and directors who administer, and with the teaching faculty." Considers the desirable qualifications of a president and "certain pitfalls the president should scrupulously avoid."

138 **Hubbell, George Allen**, 1862–1943. Self Survey for Tennessee Colleges. *In* Tennessee College Association, *Proceedings*, 1920, p. 7-11. (*Author:* President, Lincoln Memorial University, Tennessee.)

Contains statement of desirable qualifications for a college president and list of 16 questions to be answered in making an evaluation of him and his services.

139. **Hurt, Huber William**, 1883– . Men of Affairs for College Executives. *Sch. & Soc.*, 13: 21–23, Jan. 1, 1921. (*Author:* Editor, *College Blue Book*, New York City.)

Comments on proposal of John Hays Hammond in *Yale News* and *New York Times* advocating "men of affairs" for college executives. "The *experiment* is worthy of notice, but must be frankly recognized *as an experiment* in spite of the technical weight of Mr. Hammond's study of the field. . . . Before accepting the job, the proposed executive might well confer with the fathers and mothers of say half a dozen boys of ages 15 or 16 to 21 and sagely pondering their advice."

140. **Hutchins, Robert Maynard**, 1899– . The Administrator: A Lecture on the University of Chicago Series, "The Works of the Mind". *Jour. Higher Educ.*, 17: 395–407, November 1946. (*Author:* Chancellor, University of Chicago.)

Discusses the extraordinary significance of the problems of university administration. Names qualifications needed by the president and cautions him against the dangers of his responsible post. "The minimum qualifications of an administrator . . . are four. They are courage, fortitude, justice, and prudence or practical wisdom. I do not include patience. . . . I regard patience as a delusion and a snare and think that administrators have far too much of it rather than too little. . . . Administration is unpleasant, as anything which requires the exercise of the virtues I have named must be."

141. ———. The Administrator Reconsidered. *Coll. & Univ. Bus.*, 19: 23–26, November 1955. (*Author:* President, Fund for the Republic.)

Confesses that he was wrong in some of his administrative methods when President of University of Chicago, particularly in pushing for immediate action by close faculty votes. "But I have learned at last, or I think I have, that the university president who wants durable action, not just action, must have patience."

142. **James, Herman Gerlach**, 1887– . How to Be a University President. *Amer. Mercury*, 43: 46–50, January 1938. (*Author:* President, Ohio University.)

"Let us assume that a young man of 21 in his senior year in college is asking the question of how to become a university president." States that he must plan to become a broadly educated man and a scholar in some chosen field with a Ph.D. degree or equivalent. He must have "excellence as a teacher, productiveness as a scholar, and usefulness as a member of the university community. . . . In 10 or 15 years, a superior man should have made his mark as teacher, scholar, and leader." He is ready then for the presidency of a small college, or better for a university deanship. "Only very rare individuals will be mature and experienced enough before the age of 45 to assume the responsibilities of a university presidency. Fewer still will be elastic enough after 55. Ten years would seem to be the term of constructive usefulness in any one position. With exceptions so rare as to be startling, no university president has made any really important contribution after passing a decade in one position." For reply, by W. C. Bagley, see No. 80.

143. **Jones, Thomas Jesse**, 1873– . Qualifications of the President of Tuskegee Institute. *Assoc. Amer. Coll. Bull.*, 21: 375–378, May 1935. (*Author:* Secretary, Phelps-Stokes Fund, New York.)

"The basic qualification of the President of Tuskegee Institute is some appreciation of the Tuskegee heritage." States three elements in this heritage and quotes Booker T. Washington concerning it. Summarizes nine desirable qualities for a new president of Tuskegee. Editorial Note: "The suggestions for the qualifications of the President of Tuskegee are respectfully referred by the Editor to any committee looking for a new President."

144. Jordan, David Starr, 1851–1931. The American University and the College President. *Independent*, 65: 1035–1037, Nov. 5, 1908. Extract in *Science*, 28: 298–299, Dec. 4, 1908. (*Author:* President, Stanford University.)

"Just now, in academic circles, there is a strong disposition to question the necessity and the usefulness of the president in American colleges and universities. It is claimed that this official is an anomoly in academic development. He is a monarch in what should be a democracy. . . . In this statement there is considerable truth. The university president is an anomoly." Draws a distinction between a university president and a college president. "The existing necessity for the college president in America rests on three main facts." States and discusses them. Considers the salary of a college president and its justification. "The American universities are not yet universities. They are destined to become such." When they do, "no one will look forward more eagerly than they [the presidents] to the time when they and their kind will be found unnecessary in the higher education of America."

145. Kandel, Isaac Leon, 1881– . University Administration and New-Type Presidents. *Sch. & Soc.*, 68: 118, Aug. 21, 1948. (*Author:* Editor, *School and Society.*)

Editorial comment: "The appointment to university presidencies of men who have achieved eminence in other than academic fields, while not entirely novel, directs attention to the aspects of the administration of higher education which deserve some consideration. . . . As long as the major purpose of administration is borne in mind, which is to provide those conditions under which the work to which an institution is dedicated can best be carried on, the appointment of non-academic presidents need not be viewed with alarm."

146. Keezer, Dexter Merriam, 1896– . The Human Element in College and University Administration. *Coll. & Univ.*, 25: 213–232, January 1950. (*Author:* Director, Department of Economics, McGraw-Hill Pub. Co., New York; formerly President, Reed College, Oregon.)

Regarding plays: "I recall that at one time last winter, two, and I am not sure it was not three plays, running in New York, were devoted to demonstrating the proposition that college administrators constitute an extremely low form of human life." Regarding novels: "I suspect that the novel throws more light on the human element in college and university administration than the available range of scholarly literature." Includes list of 22 novels about college life, in many cases about faculty members and presidents and their problems, published between 1940 and 1948, with brief characterizations of each of them. Appendix gives several searching questions for consideration.

147. Kelly, Robert Lincoln, 1865–1954. The College Presidency. *Sch. & Soc.*, 27: 21, Jan. 7, 1928. (*Author:* Executive Secretary, Association of American Colleges, New York; President, Earlham College, Indiana, 1902–17.)

A reply to Dr. A. E. Winship, editor of *Journal of Education*, stating that of 21 new college presidents not one was promoted from the faculty. "Twenty-one straws like this can hardly be held accountable for so portentous a movement of history as the brilliant editor suggests. . . . If the editor would look about him he would find a number of college presidents who have been appointed during the past few years from faculties . . . The evidence is on the whole rather encouraging."

148. ———. Choosing a President in the American College. *AAUW Jour.*, 30: 149–151, Apr. 1937. Reprinted in *Assoc. Amer. Coll. Bull.*, 23: 182–186, May 1937. Condensed in *AAUP Bull.*, 23: 398–400, May 1937. (*Author:* See No. 147.)

"It is not the function of this paper to submit a perfect plan for this or any other phase of college organization." Considers the responsibilities and interests of the board of trustees, faculty, and alumni. "Some boards still stand absolutely on their legal rights. This is a serious intellectual trouble. It may be that this partially accounts for the striking mortality of college presidents. . . . In 1929, of 168 institutions answering the question of a thesis written in Ohio State University, only 65 said they had considered the sentiment of the faculty in selection of president."

149. Kenyon, Dorothy, 1888– . The Presidency of Mount Holyoke College: Some Issues Involved in Choosing the Head of a Great Women's College. *AAUW Jour.*, 30: 16–17, October 1936. (*Author:* Member of New York firm of attorneys, Straus and Kenyon; Chairman of AAUW Subcommittee on the Legal Status of Women.)

Comments on the choice of a man as president of "the oldest of our women's colleges." Asks: "Has anyone ever seriously suggested a woman for the Presidency of Harvard?

Does anyone in his (or her) senses seriously contend that a woman (any woman), no matter how brilliant, would ever have a chance at it? The idea is funny, it is hard to say why, because the idea of a man president of Mt. Holyoke is not funny at all. . . . What is sauce for the goose is decidedly *not* sauce for the gander. . . . The field of opportunity is narrowed for women and there is no compensatory gain."

150. **Keppel, Frederick Paul**, 1875–1943. Installation of the President of Muhlenberg College. *Sch. & Soc.*, 46: 521–524, Oct. 23, 1937. Same, condensed, *Assoc. Amer. Coll. Bull.*, 23: 372–375, November 1937. (*Author:* President, Carnegie Corporation of New York.)

Address at installation of Levering Tyson as president. "The selection of a new president for a good college is an event of far more than local significance. There is always the sporting chance that he may help to steer it into one of those rare and priceless great periods in the history of American colleges. In my judgment, what counts most heavily in a president is not prestige nor eloquence nor power of persuasion, not the art of staging dramatic academic spectacles; it is the unpretentious job of really knowing his college, and even a small college takes a lot of knowing. . . . Let me just make two observations which I believe to be pertinent and to venture two prophecies. Like any other calling, the college presidency has its own particular hazards, its own occupational diseases. The chief among them are illusions of omnipotence and illusions of omniscience. My prophecy is that your new president will contract neither disease. In fact, I am prepared to guarantee his immunity. My second observation is that there is a Mrs. Tyson, and my second prophecy is that, as the years go by, any imperfections which the husband may reveal—and I warn you he is a very human person—will be gladly overlooked by the community, in view of what his wife will contribute to the life of the college."

151. **Knode, Jay Carroll**, 1885– . Presidents of State Universities. *Scient. Month.*, 58: 218–220, March 1944. (*Author:* Dean of College of Arts and Sciences, University of New Mexico. Sketch and portrait of the author, p. v.)

Compares 47 presidents of state universities in 1916 and 1941 with reference to previous positions held, degrees held (Ph.D. 23 in 1916; 21 in 1941); and academic field of interest. "Here, perhaps, is the most striking evidence of this change in the complexion of state university administrators. . . . The simplest generalization that can be made seems to be that state supported universities in 1941 were being headed by men whose backgrounds contained more practical administrative and business experience and training than the backgrounds of presidents in 1916."

152. **Knowlton, Edgar C.** The Office of College President. *Jour. Higher Educ.*, 12: 218–219, April 1941. (*Author:* Faculty member, La Crosse State Teachers College, Wisconsin.)

"Recently at the death of the president of a state teachers college, the faculty" formulated a statement of qualifications desirable for his successor. This statement covers character, scholarship, administrative capacity, interest in the arts and in physical education, purpose to balance professional and subject-matter courses, and capacity to cooperate with the community.

153. **Knowles, Asa Smallidge**, 1909– . Orientation of a College President. *Educ. Record*, 41: 37–39, January 1960. (*Author:* President, Northeastern University, Massachusetts.)

Describes the favorable situation at Northeastern University when the president-elect spent 7 months on the campus, prior to assuming office, in getting acquainted with the faculty and problems of the institution.

154. **Kolbe, Parke Rexford**, 1881–1942. Plea for Presidents. *Educ. Record*, 18: 68–74, January 1937. (*Author:* President, Drexel Institute of Technology, Pennsylvania.)

"The American college president of today is unique as the only laborer in the land who has not organized himself and his fellows into some sort of mutual protective association." Reviews earlier and later association of college presidents with the American Council on Education and recommends half dozen types of research and service activities of the Council which would be helpful to college presidents. One of them: "Set up, or cause to be set up, an information service for trustees in selecting presidents, deans, and other administrative officers. It is a matter of common knowledge that many boards of trustees are unfamiliar with administrative personnel in the field of higher education outside their own institutions. They have but little idea as to how to choose administrative officers, and often make bad mistakes."

155. **Langman, Anne W.**, 1914– . Why Are College Presidents Resigning? *McCalls*, 86: 64–65, 134–139, May 1959.

"Ten percent of all our college heads quit every year. Here are five of them." Gives portraits of Harold Taylor, Sarah Lawrence College, New York; William E. Stevenson, Oberlin College, Ohio; Lynn White, Jr., Mills College, California; Benjamin F. Wright, Smith College, Massachusetts; and Wilbur K. Jordan, Radcliffe College, Massachusetts. "The abrupt departure of this presidential quintet—all in one year—from leading American colleges has caused surprise, consternation, and speculation. All have been in office for a decade or more; all are only at middle age; they did not retire to go to better jobs. From top positions in the educational hierarchy these five men say they have had enough." Discusses varying factors involved, principally frustration and financial responsibilities. Considers career of each man in turn, and reasons for his resigning. Conclusion: "In the eyes of many men the tradition that a college president should be a scholar is near to breaking."

156. Laski, Harold Joseph, 1893–1950. The American College President. *Harpers*, 164: 311–320, February 1932. (*Author:* Professor of Political Science, University of London, England.)

Incorporated in his later volume, *The American Democracy.* For summary see No. 157. For comments by President Sills, see No. 203.

157. ———. *The American Democracy: A Commentary and an Interpretation.* New York. Viking Press, 1948. x, 785 p. (*Author:* See No. 156.)

Contains one chapter "American Education" (p. 323–392), giving a penetrating often critical analysis of American education from the British viewpoint. One section (p. 348–360) deals with the college president. "The American college president is a unique institution. No country in Europe has his exact analogue. . . . The man with a policy, and with a character compounded of strong will and energy can stamp himself upon an institution with a force that is unknown in the universities of the older world." Gives various examples. "The average president can hardly be expected to be, at one and the same time, a skillful executive, a good judge of academic reputation, sufficiently aware of developments in science and learning as to know what requires financial emphasis, an effective beggar among rich men, and also a person of such standing in the general community as to win respect for the university by his public pronouncements. Yet all these things, at least, a university president is expected to be. The conception is that of a superman." Considers the relation of the president to his board of trustees and to his faculty. Discusses "three great deficiencies" of the presidential system. States that "a president is the inevitable prisoner of the special university environment created by American social and economic conditions. . . . No one, I think, who is at all seriously informed of the present position can doubt that a high level of academic freedom is not easily compatible with the presidential system." For comments by W. H. Cowley, see No. 566.

158. ———. Self-Determination for Faculties. *New Republic*, 75: 149–150, June 21, 1933. (*Author:* See No. 156.)

Comments on methods of selecting a university president, occasioned by recent selection of new ones at Harvard, Princeton, and Illinois. Makes vigorous plea for greater faculty participation in the choice. "The present method is an external despotism which, even if it is on occasion benevolent, neglects essential sources of knowledge and opinion and ideas." States that "this method obtains nowhere else in the world." Expresses hope that "the next decade will see a revision of the whole scheme of university government in America."

159. Lawton, William Cranston, 1853–1941. The Decay of Academic Courage. *Educ. Review.* 32: 395–404, November 1906. (*Author:* President, Adelphi College, New York.)

"The president, and he alone, comes into personal relations with the trustees. . . . One test of efficiency the trustees apply to the president . . . he must develop proper skill and tact in securing large legacies, gifts, or legislative appropriations." With reference to selection, says: "The president of the college faculty should be at least first nominated by its members, and will in most cases be chosen from among its members."

160. Leighton, Joseph A. "The Functions of the Faculty in the Administration of a University." In *Educational Problems in College and University: Addresses Delivered at the Educational Conference Held at the University of Michigan, October 14, 15, 16, 1920, on the Occasion of the Inauguration of President Marion Leroy Burton, Ph. D., LL.D.* (John Lewis Brumm, editor.) Ann Arbor, Mich.: University of Michigan, 1921, p. 62–79. (*Author:* Professor of Philosophy, Ohio State University.)

"The main contention of this address is that the actual usages and tendencies of the best institutions should be more explicitly legalized in the constitutions and by-laws of universities. . . . Deans, presidents, and other administrative officers in the educational division of the institution should be elected by the governing board, upon the joint nomination of faculty and board. . . . As to presidents, I am not prepared to say that they should be abolished. It is true that, sometimes, we do not get along very well with them, but I do not see how we can get along without them. The president stands in a unique position at present. . . . The duties of the office should be in some way divided. . . . I do not believe that, at present at least, American universities could be successfully administered if the principal executive officer were elected every year or so by the faculty. I think the European rectorial system would not work here."

162. McConnell, Robert Ervie, 1896– . Qualities of Leadership Essential to the Presidency of a Teachers College. *Educ. Adm. & Sup.*, 20: 599–605, November 1934. (*Author:* President, Washington State Normal School, Ellensburg.)

"With the increase in size and complexity of teachers colleges in the matters of enrollments, faculties, budgets, curricula, and physical plants, boards of trustees have been faced with the obligation of selecting an administrative head of proven administrative ability and recognized professional insight." Discusses qualifications, major administrative duties, and institutional and public relations. Quotes especially from studies by H. J. McGinnis (No. 427) and W. D. Agnew (No. 319).

161. McConaughy, James Lukens, 1887–1948. The College President. *Educ. Forum*, 2: 367–377, May 1938. Reprinted in *Assoc. Amer. Coll. Bull.*, 24: 290–303, November 1938. (*Author:* President, Wesleyan University, Connecticut.)

Discusses preparation, selection, and characteristics of college presidents, naming scores of individuals and their institutions as examples of most of his points, including college presidents who were ministers, professors of education, men prominent in public life, deans, professors; men with two or three successive college presidencies; holders of Ph.D degrees and members of Phi Beta Kappa; presidential salaries ("probably not over 20 percent the country over get more than $15,000 plus free house rent"), youngest college presidents (Finley of Knox at 29); age at retirement; long presidencies; occupations after retirement; pensions; able leaders among presidents (names 35 "of the most outstanding"), most picturesque college presidents; and most colorful college presidents. Asks a fundamental question: "Are there as many able college executives today as in the past decades? Probably not." Names 12 recent ones. Conclusion: "Truly there were giants in those days."

163. Marsh, Daniel Lash, 1880– . College Administration—A Science and an Art. *Assoc. Amer. Coll. Bull.*, 31: 95–105, March 1945. (*Author:* President, Boston University.)

Address at inauguration of Russell David Cole as President of Cornell College, Iowa, April 25, 1944. "Presidents of colleges and universities are generally held in high public esteem. . . . Let me mention two reasons why presidents are so favorably regarded. In the first place, the modern president is the heir of a tradition of eminence. . . . The second reason for the prestige of the presidency is the American faith in education as a means of advancing the democratic way of life." Gives examples of various outstanding college presidents. Considers that, all other things being equal, "the best possible preliminary training for a college or university presidency is experience in the ministry. . . . Of the 288 pre-Civil War presidents, 262—more than nine-tenths of the whole—were ordained ministers of the Gospel." Considers many aspects of the president's duties, opportunities, and responsibilities.

164. ———. Some Things Learned by a President during Twenty Years in an Urban University. *In* Association of Urban Universities, *Proceedings*, 1946, p. 36–48. (*Author:* See No. 163.)

Quotes Presidents Eliot and Lowell of Harvard, Thwing of Western Reserve, and others on various aspects of the university presidency. Considers various important factors in his years as a university president, including patience, fiscal responsibilities, faculty appointments, sense of humor, and courage. "It has not all been a bed of roses. There have been occasions when it seemed to be a bed made of the thorns of roses, but even that has contributed to the total enthusiasm that I have had for the job. . . . If you cannot realize your ideal, then idealize your real."

165. ———. Imperative in a College President. *Assoc. Amer. Coll. Bull.*, 37: 7–12, March 1951. Same in *Christ. Educ.*, 34: 81–86, March 1951. (*Author:* See No. 163.)

Upon retiring after 25 years of service as President of Boston University, Dr. Marsh states fundamental qualities for a successful university executive. "A college or university president must possess an unblemished reputation, a sound character, the magic of personality, and the fundamental qualities of an executive, fourteen points of which may be stated as follows." States and discusses powers of physical endurance, patience, honesty, loyalty, singleness of purpose, intellectual flexibility, fairness, sympathy, common sense, sense of humor, courage, ability to speak effectively, resourcefulness, and a philosophy of life that gives him poise.

166. Martin, Harold H. Bright Young Boss of Princeton. *Sat. Eve. Post*, 231: 19–21, 79–83, Apr. 18, 1959.

"Bob Goheen rose overnight from an assistant professorship to one of America's most coveted academic posts. Now he faces education problems that would vex Aristotle himself."

167. Mather, Jean Paul, 1914– . Public Trusteeship—Pegasus or Dead Horse? *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1956, p. 38–48. (*Author:* President, University of Massachusetts.)

Discusses the Dartmouth College Case and quotes power given the trustees to appoint the President of the College. States: "I feel that probably the nature and qualifications certainly of state university presidents, and probably of private university presidents, is changing. As I see most of them, they are not expected to be 'itinerant scholasticists,' men with 'an irrational passion for dispassionate rationality.' . . . They are younger. Most of them have less varied experience, and probably most of them have less scholarship and more business and legal experience. At a recent Harvard Institute for College Presidents, I was interested to see that of seven state university presidents, five of the seven were under 45 years of age, and all in their third year of service. None of them were great scholars."

168. Meany, Edmund Stephen, 1862–1935. Electing a College President. *Harper's Weekly*, 58: 13, Apr. 25, 1914. (*Author:* Professor of History, University of Washington.)

Reports unfortunate circumstances surrounding "drastic action" in removing a university president "in the middle of a successful academic year," and plans for selecting his successor. "In this way the faculty will be given a full share in the selection of its chief executive and in at least one American university the monarchical form of government will be demolished."

169. Mecklin, John Moffatt, 1871–1956. *My Quest for Freedom*. New York: Charles Scribners Sons, 1945. viii, 293 p. (*Author:* Not identified. Has had a half century of teaching experience.)

Contains section "The Psychology of a College President" (p. 135–139). States that "The highest type of college president is found in old and well-endowed Eastern colleges with fine traditions behind them or in more recent institutions made completely independent by great endowments. College presidents of the type of Eliot of Harvard, Hopkins of Dartmouth, Day of Cornell, or Hutchins of Chicago are among the finest products of our American culture. At a somewhat lower level stands the president of the state and municipal university. . . . The greatest strain is placed upon the unfortunate president of Janus bifrons, the denominational college." Comments on the characteristics of President Warfield of Lafayette College (p. 136 ff), and on Presidents Hopkins and Tucker of Dartmouth College (p. 214, 220).

170. ———. As Others See Us. *Phi Delta Kappan*, 30: 366, May 1949. (*Author:* See No. 169.)

Brief quotation on characteristics of a college president from his book *My Quest for Freedom*, (No. 169). "The college president is an interesting and largely unique species within the genus homo sapiens. . . . Even the standard of ethics of the college president may differ from that of the average man."

171. Meeting of Presidents of Catholic Colleges and Universities on Administrative Organization of the Catholic College or University. *In* National Catholic Education Association, *Proceedings*, 1950, p. 200–202.

Chief question discussed: "Is there an adequate solution to the problem of the president who is not religious superior of his community?"

172. Miller, Dickinson S. Mr. Roosevelt's Opportunity as President of a University. *Pop. Sci. Month.*, 74: 62–69, January 1909. (*Author:* Professor, Columbia University.)

"The name of Mr. [Theodore] Roosevelt has come into mention in connection with the leadership of four American universities. There is no evidence whatever, so far as I am aware, that Mr. Roosevelt himself would seriously entertain such a project. . . . In any case it happens that this particular public character serves as no other illustration could to give point to certain suggestions about university life." Discusses the college as contrasted with the university and immaturity of students in the former. "Of course there may be those who feel that Mr. Roosevelt would come whooping into the still air of study and, being used to mightier affairs, would disarrange nice customs, dishevel old proprieties, and step absentmindedly over college halls. . . . If Mr. Roosevelt could lend such signal aid in education he would hardly dispute that such a task would have its education for himself. And if students delight in his sturdy manhood, it would be a pity that the race of teachers should shudder at his somewhat carnivorous quality and taste for the jungle."

173. Monarchy and Democracy. *Unpopular Review*, 2: 356–371, October–December 1914. (*Author:* "A Mere College Professor.")

"It is equally anomalous that in Europe, with its tendency to monarchy in the State, there is found absolute democracy in the government of educational institutions, while America, democratic in state, furnishes the most extreme illustration of absolute monarchy in the government of its educational institutions. . . . Here is an interesting place in which to test democracy before abandoning it as hopeless. . . . The situation may be confused by the custom of choosing the college president from the ranks of the clergy; the clergyman-president naturally believes that since his relation to his congregation has been that of an expert in theology to those who are ignorant of it, his relations to a college faculty must be similar. He forgets that he has to deal with those who are themselves experts, each in his own field, and that they are presumably interested in the general field of education, and acquainted with it. . . . The professor realizes that the president is not always to be blamed for present conditions—often he himself is the victim of a system he has had no part in creating, and forces that he cannot control apparently compel him to perpetuate it. Yet blame must be attached to him for defending it and for refusing to discuss with his colleagues the possibility of modifying it."

174. Montandon, Carlos Morrison. *Selection of Chief School Administrators in California Public Junior Colleges.* Greeley: Colorado State College of Education, 1954. 158 p. Abstract in the Colorado State College of Education, *Abstracts of Field Studies for the Degree of Doctor of Education*, vol. 16, 1954, p. 64–67.

Unpublished doctoral dissertation (Ed. D.). Based on questionnaire responses from 110 board members of 54 public junior colleges in the State. Gives a descriptive analysis of personal characteristics, behavior patterns, experience, practices, and philosophy of education.

175. Moore, Robert Foster, 1902– . For Top Administrative Personnel—Can Our Colleges Compete With Industry? *Coll. & Univ. Bus.*, 15: 26–28, September 1953. (*Author:* General Manager, Bellows, Henry & Co., Inc., New York City.)

"Colleges and universities have an inside track when competing for top administrative personnel but, more often than not, they are not taking full advantage of their position."

176. New College Presidents. *Assoc. Amer. Coll. Bull.*

Almost every quarterly issue of the *Bulletin* and of its successor, *Liberal Education*, contains a list of newly elected college presidents, with names of institutions. Such lists extend back at least to volume 20, 1934.

177. "The Next College President." *Pop. Sci. Monthly*, 83: 265–285, September 1913. (*Author:* "By a Near-Professor.")

Primarily a strongly stated plea for a greater voice by the faculty in selection of a president and for sharing in his administrative policies. Discusses eight factors "directly and indirectly concerned" in the organization of institutions of higher education. "The college president has added to his primary qualification of religious head that of educational head, financial head, social head, and administrative head. . . . It has been a veritable piling of Ossa on Pelion." Quotes statements of four boards of trustees on qualities needed for the presidency. Offers numerous examples to show that in practice "the college presidency is a despotism untempered by assassination." Says that "a recent inquiry instituted among 300 professors of science in this country seems to indicate that in the opinions of 85 percent of these, the present conditions are intolerable." (Refers to No. 560.)

178. No More Generals, Please. *Time*, 50: 94, Oct. 27, 1947.

"When General Dwight D. Eisenhower was named president of Columbia University, there were muttered misgivings among many U.S. educators. How does success as a soldier qualify a man as a college president? . . . Mild-mannered Monroe Deutsch . . . thinks that appointments like Eisenhower's endanger the future of American higher educators." Consists chiefly of quotations from article by Dean Deutsch, No. 108.

179. Palmer, Archie MacInnes, 1896– . Newly Elected College Presidents. *Sch. & Soc.*, 30: 852–856, Dec. 21, 1929. (*Author:* Associate Secretary, Association of American Colleges, New

York City; President, University of Chattanooga, 1938–1942.)

An analysis of 45 newly elected or inaugurated college presidents in 1929, considering their professional backgrounds, personal qualifications, and considerations which led them to enter on their new work. All had had previous educational experience, 31 as professors, 32 in college administrative positions. Fourteen had previous pastoral experience. Fifteen had attained an earned doctorate, 18 were Phi Beta Kappas. Average age at election was 48 years, half of them between 40 and 45 years. Eleven of them were alumni of their institutions. Summarizes their motives and hopes, based upon correspondence with each of the 45 men.

180. ———. Fifty-five New College Presidents. *Assoc. Amer. Coll. Bull.*, 15: 380–391, November 1929. (*Author:* See No. 179.)

Report of same investigation as No. 179, with some changes in phraseology, and with addition of names of all of the presidents considered. For comments, see No. 518.

181. ———. New College Presidents: Class of 1929. *Personnel Jour.*, 8: 393–397, April 1930. (*Author:* See No. 179.)

Essentially the same as No. 179. ("Manuscript received November 5, 1929.")

182. ———. Recent Administrative Changes. *Assoc. Amer. Coll. Bull.*, 16: 419–424, November 1930. (*Author:* See No. 179.)

Gives names of 39 new college presidents and a variety of personal notes concerning them. Data concerning them to be included in a later study in December issue. See No. 295.

183. PARK, CAROL (*Pseudonym*). President Vergilius Alden Cook of Harmonia College: A Study in Still Life. *Scribners*, 78: 249–252, September 1925. (*Author:* "I was born and—mirabile dictu!—still live in Brooklyn. Since graduating from college I have done publicity and newspaper work. I . . . have been an assistant in my own college.")

Somewhat satirical study of the president of a woman's college. "He was 'our leading citizen' at home and he began to make shy faltering trips abroad. He attended educational conferences and noted how big educators spoke and acted. He attended State Republican conventions and noted how big politicians conducted themselves. And he patterned his behavior on a combination of the two." Describes his relations to students, faculty, trustees, and alumni. "So Doctor Cook is a Great College President. Even now nobody knows what his educational program is! But of his greatness as a college president, there is no doubt."

184. PARK, CLYDE WILLIAM, 1880– . Personality and Educational Leadership. *Sch. & Soc.*, 68: 129–131, Aug. 28, 1948. (*Author:* Professor of English Emeritus, University of Cincinnati, Ohio.)

Discusses advantages and disadvantages of a military man as a university president accompanied by approval of selection of General Eisenhower as president of Columbia University. Mentions other military men as presidents, including Robert E. Lee of Washington and Lee University, Coppee of Lehigh University, and Garfield of Hiram College. Chiefly devoted, however, to favorable report of presidency of Livingston C. Lord at Eastern Illinois State Normal College. Conclusion: "With regard to Columbia University, the outlook seemed reassuring. Education can use such elements of leadership as vision to discern objectives, skill in organizing men and resources, and adaptability in meeting unforeseen conditions."

185. PERKINS, JOHN ALANSON, *and* PERKINS, *Mrs.* MARGARET HISCOCK (*Mrs.* JOHN A.) From These Leadership Must Come. *Sch. & Soc.*, 70: 161–164, Sept. 10, 1949. Excerpts in *Time*, 54: 81, Sept. 26, 1949. (*Authors:* Faculty members, University of Michigan.)

"What is attempted is a presentation and analysis of the educational background and the working experience of the men who now head this group of publicly supported institutions of higher learning." Based on study of presidents of 84 State institutions who were in office March 1, 1948. Reports fields of academic specialization, geographical location of institutions in which they studied, academic inbreeding, previous experience both academic and nonacademic, years of teaching experience, age range (from 29 to 61 years at time of appointment). "It is as impossible to find the average college president as it is to find the average man. . . . Making a sketch of the Mr. College President should not distort the true picture. The lack of homogeneity in the group is surprising."

186. PIERCE, ALFRED C. *The Qualifications and Training Necessary for Deans, Second Administrative Officers, of Public Junior Colleges.* Austin: University of Texas, 1950. Partial summary in *Jun. Coll. Jour.*, 21 364–366, February 1951; and 21: 393–394, March 1951.

Unpublished doctoral dissertation (Ph. D.) Based on questionnaire returns from 288 public junior colleges. "The names given to administrative officers of public junior colleges have sometimes resulted in confusion. 'Dean' is one of such titles which has been applied to the first assistant to the chief, and to various other officials. . . . It appears, then, that junior colleges are coming more and more to have two general administrative officers, a chief administrator, most often called 'president,' and second in command, called 'dean.'" The dissertation and the articles deal chiefly with the second administrative officer.

187. Powers, David Guy. *The Selection of University Presidents in America: Comparative Analysis of the Expressed Judgments of the Chairmen of the Boards, the Presidents, and the Professors in American Universities during 1946–47.* New York: 1950. 304 p. ms. Abstract in *Micro. Abstracts*, 10: No. 4, p. 121–123, 1950.

Unpublished doctoral dissertation at New York University. Twenty different factors involved in selection of presidents were evaluated by 76 Board chairmen, 75 university presidents, and 57 professors representing more than 100 universities. Most important factors were found to be personal integrity, adminstrative ability, health, and religious affiliation, the latter for Protestant universities only.

188. President Eisenhower: With Solemn Pageantry Columbia University Installs a Great Public Figure as Its Head. *Life*, 25: 42–45, Oct. 25, 1948.

"Last week, with more pomp and ceremony than ever was accorded him as General of the Army, Dwight David Eisenhower, 58, was installed as thirteenth president of Columbia University in New York. It was no ordinary inauguration. . . . In the procession walked 200 presidents of United States Colleges and Universities." Twelve illustrations, including keyed group picture of 64 college and university presidents in attendance.

189. The Presidency of the Massachusetts Institute of Technology. *Science*, 28: 729, Nov. 20, 1908.

Quotation from *Boston Transcript* regarding election of Professor Richard C. MacLaurin as president of Massachusetts Institute of Technology. "Of course, mere scholarship, even of the highest order, is not enough to meet all the requirements of this new responsibility. His executive ability and his adaptability can be proved only by actual service. But Scotch scholars are thorough; their standards are high, and shrewdness and personal tact are among their national characteristics."

190. Pritchett, Henry Smith, 1857–1939. Shall the University Become a Business Corporation? *Atlantic*, 96: 289–299, October 1905. (*Author:* President, Massachusetts Institute of Technology.)

An address at the University of Michigan. Compares administration of state universities, private universities, and foreign universities, tabulating basic information concerning six selected institutions of each of the three types. Contrasts the German and American systems of choosing a president. Concerning the American method, says: "It is no longer considered necessary that the president should be a scholar. . . . The powers of the president are enormously increased. . . . He possesses an autocratic power which would not for a moment be tolerated in an European institution." States that the essential difference is that the European system is democratic, the American autocratic. Points out, also "the faults of administration in foreign institutions." Asks whether it would be "a step forward, for example, to entrust to the faculty the election of president?" Conclusion: "It has been my purpose rather to state questions than to argue them; not to propose a substitute for our present administration of the university, but rather to point out certain tendencies in it."

191. The Professor and the President. *Nation*, 93: 332–333, Oct. 12, 1911.

Comments on inaugural address of President Guy P. Benton at University of Vermont. "The new head of the institution comes out of the West, and there is in the utterances with which he inaugurates his career in the staid little old State of Vermont a certain *naivete* and also a certain exuberance to which the people of that longitude are not altogether accustomed." Discusses implications of Pres. Benton's statement: "I should rather have an institution with five big men in it as leaders of instruction than to have an institution with fifty little men on its staff."

192. Qualifications of a University President. *Christ. Cent.*, 53: 1486, Nov. 11, 1936.

Editorial comments on advice attributed to Newton D. Baker to trustees of University of Alabama: "If your board could find in Birmingham, or elsewhere in Alabama, a lawyer of about 40, of known scholarship, who was willing to begin a new career"—he would be the man to take.

193. Reynolds, Quentin, 1902– . Mr. President Eisenhower: As the Head of a Great University, Ike Has Learned How

To Address Deans as Well as How To Put Ideas to Work. *Life*, 28: 144–160, Apr. 17, 1950. With 12 illustrations, (*Author:* Newspaper correspondent.)

For summary, see No. 194.

194. ———. Mr. President Eisenhower. *Reader's Digest*, 57: 17–21, July 1950. (*Author:* See No. 193.)

Condensed from article in *Life*. (See No. 193.) Sympathetic personality sketch of General Eisenhower and his methods of administration as president of Columbia University. "Under President Butler, Columbia had been a one-man show—with the venerable president crisply dictating academic policy. Ike is far from arbitrary in strictly academic matters and as an administrator he has brought from his experience at SHAEF a firm faith in the wisdom of decentralization." Gives numerous examples.

195. Robbing the Cradle for a University "Prexy." *Lit. Digest*, 101: 44, May 18, 1929.

Portrait and personality sketch of Robert Maynard Hutchins. "Now that he is thirty, he has been made President of the University of Chicago, the world's youngest head of a major educational institution."

196. Roland, Leo J. Professional Preparation of Junior College Administrators. *Jun. Coll. Jour.*, 24: 72–80, October 1953. (*Author:* Professor of Education, Villa Maria College, Pennsylvania.)

Based on questionnaire responses from 136 junior college administrators in 14 States in effort to secure answers to two questions: "What are the backgrounds of the present two-year executives, and what are their opinions on the preparation of future junior college administrators?"

197. ———. A Doctoral Program for Tertiary School Executives. *Jun. Coll. Jour.*, 28: 389–397, May 1958. (*Author:* See No. 196.)

States reasons that "make it justifiable for junior college administrators to be specifically educated for their work on a professional basis and to obtain advanced professional degrees. The highest of these should be the Doctor of Education in tertiary school administration." Gives details of a desirable plan for such preparation.

198. Ruckmish, Christian A. Psychologists as Administrators. *Science*, 37: 972–974, June 27, 1913. (*Author:* Professor of Psychology, Cornell University.)

Paper before meeting of Experimental Psychologists, Wesleyan University, April 12, 1913. "Casual statements have frequently been made to the effect that many psychologists leave their professional careers to become administrators of one sort or another. . . . with the appended implication that psychology, as a science, suffers a proportionately greater loss of effective workers on this account than do the other sciences." Reports a statistical study of 177 college and university presidents in 1910–1911 of "institutions which are neither denominational nor technically specialized." Compares proportion of presidents with previous experience in certain science fields, finding those from biology (27 percent), chemistry (22 percent), physics (21 percent), geology (14 percent), mathematics (10 percent), psychology (6 percent).

199. Russell, John Dale, 1895– . Some Reflections Concerning University Administration. *AAUP Bull.*, 35: 476–489, Autumn 1949. (*Author:* With U.S. Office of Education, Washington, D.C.)

Address at Faculty-Trustee dinner at Pennsylvania State College, May 13, 1949. Discusses major principles of successful university administration and administrative leadership. Characterizes various types of university leaders—wait-and-see, autocratic, educational approach, research, and group dynamics types.

200. Schmidt, George Paul, 1894– . *The Liberal Arts College: A Chapter in American Cultural History*. New Brunswick, N.J.: Rutgers College Press, 1957. ix, 310 p. (*Author:* Chairman, Department of History and Political Science, Douglass College, Rutgers University.)

Considers extent to which college presidents have been recruited from the clergy (p. 35). "Nine out of ten college and university presidents before the Civil War were theologians." Also discusses the president's responsibility for interpretation of the institution to the public (p. 164). One chapter, "The Old Time College President" (p. 103–123), with bibliography of 18 items, is based upon the author's earlier Ph.D. dissertation of the same title, No. 61.

201. Shannon, John Raymond. Educational Appointments and Political Applications. *Sch. & Soc.*, 34: 301–302, Aug. 29, 1931. (*Author:* Faculty member, Indiana State Teachers College.)

Endeavors to measure "the extent to which partisan politics affects the selection of presidents of State institutions of higher education." Based on an analysis of 37 presidents of State universities and colleges and 89 presidents of State teachers colleges or normal schools. Finds that for four-fifths of the group, the political party affiliation of the governor of the State and the college president in the State, at the time of his selection, were the same. Names nine States in which all are Democrats, eight States in which all are Republicans.

202. Sharpless, Isaac, 1848–1920. *The American College*, Garden City, N.Y.: Doubleday Page & Co., 1915. xi, 221 p. (*Author:* President, Haverford College, Pennsylvania, 1887–1917.)

Chapter 2, "College Administration" (p. 44–93), contains a section: "The President" (p. 61–76). "The ideal president will be to the student a paternal adviser and a strict disciplinarian. . . . His final attitude will be more of sorrow than of anger or triumph, and there will be no bravado or public announcements of future penalties, for college students cannot be frightened into good morality. . . . The ideal President in his relations to his Faculty will be a leader rather than an employer. . . . To the patrons our President will be frankly cooperative in all that affects the welfare of their children. . . . It may be admitted that such men as we have described our ideal President to be are rare in America, indeed non-existent. . . . But there are some that approach it in some points, if not in all."

203. Sills, Kenneth Charles Morton, 1879–1954. Why the College President. *Amer. Scholar*, 1: 219–222, March 1932. (*Author:* President, Bowdoin College, Maine.)

Discussion of Harold Laski's article (No. 156). Tends to agree with Laski on ideals but differs as to "the proper road toward those ideals." Says: "I doubt that in some respects the most autocratic American college president has as much power as the Master of an English college. . . . As a matter of fact the college president in most cases is . . . not a ruler but a leader. . . . Finally, it should, I think, be kept in mind that the American college and the American university have evolved in their own way and that they are American institutions."

204. Smith, Robert Franklin. *A Study of the Organization and Objectives of a Selected Group of Pennsylvania Colleges and Universities.* University Park: Pennsylvania State University, 1956. 115 p. Abstract in *Diss. Abstracts*, 16: 1377–1378, August 1956.

Unpublished doctoral dissertation (Ed. D.). Based on analysis of 33 institutions. Studies composition of boards of trustees, preparation of presidents and deans, and stated purposes of the institutions.

205. Speek, *Mrs.* Frances Valiant. Two More College Presidencies Go to Men. *AAUW Jour.*, 37: 31–34, Fall 1943. (*Author:* Member headquarters staff, American Association of University Women, Washington, D.C.)

"Three noted women presidents are retiring from the administration of three outstanding woman's colleges—Dr. Blunt from Connecticut College, Dr. Reinhardt from Mills, and Dr. Comstock from Radcliffe. Are three promising women replacing them? In one instance, yes. In two instances, no; men have been named as successors. . . . The AAUW cannot fail to view with concern the recent transfer from women's hands of three major college presidencies." Compares number of women presidencies in 1928 and 1942–43. Gives sketches of the lives of the new presidents and tributes to those retiring from their positions.

206. Springer, Durand William, 1866–1943. How To Select a University President. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1929, p. 46–52, with short discussion following. (*Author:* Secretary, American Society of Certified Public Accountants, Washington, D.C.)

"The most important duty which can ever confront a member of a governing board, no matter how many years he may serve in that capacity, is that of helping to *Select*, as distinguished from *Elect*, a president. It is the one important decision which if well made simplifies all other board functions. . . . A description of the man that is needed for a particular job is no more important, if as important, as a description of the thing he is to do." Considers various methods of securing names of possible candidates for the presidency, stating that "sometimes a serious mistake has been made at this point by attempting to get suggestions from groups. The Alumni Association has been requested to furnish nominations or to appoint a committee to assist. The faculty has been similarly approached. Group assistance of this sort is dangerous." Reproduces verbatim a list of 31 activities of a college president classified in seven major groups, as formulated by the American Council on Education, with the advice and cooperation of some fifty college presidents. Outlines nine points on which a probable candidate should be asked to submit information and professional opinions and judgments.

207. Sproul, Robert Gordon, 1891– . The Educational System of California. *Sch. & Soc.*, 32: 615–626, Nov. 8, 1930. (*Author:* President, University of California.)

Inaugural address as President of the University of California, October 22, 1930. "I approach this test as a freshman does his first examination, having prepared for it by a comprehensive review of the authorities; in this case by careful reading of the words of the great and the near-great in some twenty institutions throughout the country as expressed in their inaugural addresses. I found that these might be divided into three general classes: 1. The encyclopedic type. . . . 2. The technical type. . . . 3. The omniscient type. . . . The impress of all these types will no doubt appear as I continue, but also, I trust, some evidence of discriminatory judgment and deliberate restraint."

207a. Stanford, Edward V., 1897– . College President and Religious Superior. *Cath. Educ. Review*, 58: 609–613, December 1960. (*Author:* Administrative Consultant, American Council on Education, Washington, D.C.; formerly President, Villanova College, Pennsylvania; and Augustinian College, Washington, D.C.)

"Qualifications that would admirably fit one to be a good religious superior are not necessarily the qualifications that would fit one to be a good college president, and vice versa." Discusses characteristics of the two officers, historical development of their positions, value of separating their functions, and their respective responsibilities.

208. Sterns, Wallace N. The University President. *Forum*, 38: 250–254, October–December 1906.

"The modern university president is a recent figure. . . . For the university presidency there can be no apprenticeship; and if there could be, how many would be selected this way?" Discusses various desirable characteristics. He should be a financier, have organizing power, be aggressive, alert, sane, of scholarly tastes, of poise, a prophet, have personality. "Such men as Adams, Pepper, Gregory, McCosh, Finney, and others stamped themselves on the institutions they served—not as despots, but as mighty men born to preside over the destinies of their fellows."

209. Strayer, George Drayton, 1876– . *A Report of a Survey of the University System of Georgia.* Atlanta, Ga.: Regents of the University System of Georgia, 1949. viii, 343 p. (*Author:* Professor Emeritus and formerly Director, Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University.)

The work of eight staff members. Concerned for the most part with broad problems of organization and administration, but one section discusses qualifications, selection, powers, and responsibilities of the Chancellor of the University System, and of the 16 heads of the higher educational institutions in the State (p. 232–236).

210. T. P. B. Electing College Presidents. *New Republic*, 75: 237, July 12, 1933. (*Author:* From New Haven, Conn.)

Comments on Harold Laski's suggestions on faculty voice in election of president. (See No. 158.) "There is, however, a simple way out. It is the neat expedient of identifying the oldest living alumnus with the presidency. . . . The oldest living alumnus as president would perform the primary function of raising money by begging from the alumni with great effectiveness. . . . If it be objected that nonagenarians are unfit for the strenuous career of college president, it may be rejoined that only last year Mr. Laski was himself complaining that American university presidents were too powerful."

211. Teachers Colleges in Illinois: A Statement of Principles, Practices, and Qualifications that Should Pertain to the Teacher Training Institutions of the State of Illinois. *Ill. Teach.*, 28: 185–188, February 1940.

Considered by the Illinois Education Association at its 86th annual meeting, December 1939. Includes statement of seven qualifications for success as an administrator.

212. Tead, Ordway, 1891– . *The Art of Leadership.* New York: McGraw-Hill Book Co., Inc., 1935. xi, 308 p. (*Author:* Lecturer in Personnel Administration, Columbia University.)

Deals with leadership in general, not with the college presidency as such, but many of the 16 chapters have relevancy to educational leadership in higher education, for example, What is Leadership? The Qualities Necessary in Leadership, The Leader as Executive, Methods and Manners of Leading, The Hazards of Leadership, Problems of Women Leaders, and How to Train Leaders.

213. TEAD, ORDWAY, 1891– . *Trustees, Teachers, Students: Their Role in Higher Education.* Salt Lake City, Utah: University of Utah Press, 1951. 120 p. (*Author:* Chairman, Board of Higher Education, New York City.)

Contains five addresses delivered at seventh annual meeting of Utah Conference on Higher Education, September 1950. First lecture, "College Trustees: Their Opportunities and Duties" (p. 1–24) contains section on choosing a president. Compares head of a college with head of a prison and head of an orphan asylum. "There stands as the first and ultimate mandate the selection of the administrative head of the institution. . . . This is a task I can discuss out of an exceptional wealth of experience. . . . I have for my own use in such a situation prepared a brief and simple checklist which is adaptable to the needs of a particular institution." Gives the list of eight items and discusses their use.

214. TRABUE, MARION REX, 1890– . Characteristics of College Instructors Desired by Liberal Arts College Presidents. *Assoc. Amer. Coll. Bull.*, 36: 374–379, Oct. 1950. (*Author:* Dean, School of Education, Pennsylvania State College.)

A report with regard to the traits considered highly important for teachers of freshmen and sophomores by presidents of liberal arts colleges. Questionnaires were sent to presidents of 653 colleges from whom 419 fully completed and usable returns were received. Questions included 52 items regarding qualifications of instructors. Each item was rated by the president as highly important, important, unimportant, or undesirable. This report is based on analysis only of the items rated as "highly important."

215. ———. Characteristics Desirable in College Teachers: Do Graduate Schools Supply Adequate Information About These Traits? *Jour. Higher Educ.*, 25: 201–204, April 1954. (*Author:* See No. 214.)

Supplementary to No. 214. Discusses the surprising lack of congruence between the characteristics reported by graduate schools in credentials of applicants and characteristics desired in applicants by employing college executives as reported in No. 214.

216. TYSON, LEVERING, 1889– . Inaugural Address of the President of Muhlenberg College. *Sch. & Soc.*, 46: 513–521, Oct. 23, 1937.

Given at Allentown, Pennsylvania, October 2, 1937. "We are met here today solely in the interests of this college. . . . This occasion has significance because it prompts everyone connected with or interested in the institution to review past accomplishments, to inventory the present, and once more to peer into the future with curious and anxious eyes. As the individual chosen to perform this tripartite function, I must assume the combined prerogatives of historian, diagnostician, and prophet. . . . In the whole library of academic documents, none is more dangerous than the inaugural address. Conceivably it can revive old conflicts, once settled happily. By omission or by over-emphasis, it can offer affront to sensibilities that, in academic circles, are always acute. It can confound well-established policy. . . . It can sow the seeds of future embarrassment." See also No. 150.

217. A University Inaugural. *Dial*, 51: 515–516, Dec. 16, 1911.

"The installation of a new president in one of our universities is getting to be an imposing function. It is attended by much pomp and circumstance." Contrasts with "the legendary story of Jefferson's inauguration" at University of Virginia. "If we were to compare a dozen American inaugural addresses of the modern type with the same number selected from those of fifty years ago, we should not fail to notice many striking differences in spirit and declared purposes. . . . The change is not all for the better. . . . A study of recent university inaugurals would reveal a considerable variety of styles." Characterizes and discusses several such—breezy style, heart-to-heart style, optimistic style, magniloquent style, statistical style, and style of ill-concealed arrogance.

218. The Vacant Presidencies. *Educ. Review*, 60: 80–83, June 1920.

Editorial comments on various vacant presidencies and charateristics of some of the retiring presidents. "Probably no less than twenty-five important colleges and universities have been seeking presidents during the current year, and fully half as many more will be confronted with the similar task in the near future. . . . Where are the men fitted to come forward to accept these great positions and to fill them with usefulness and distinction?" Reports that the University of "Michigan has been for sometime without a president, and, in her desperate strait, has recently undertaken to 'rob Peter to pay Paul'. By offering twice the salary now received by the leading university heads, she has lured from Minnesota the president possest by that institution for only three years, and forced her, in turn, to look for a new man."

219. Valentine, Alan Chester, 1901– . Inaugural Address of the President of the University of Rochester. *Sch. & Soc.*, 42: 841–845, Dec. 21, 1935.

Given at Rochester, New York, November 15, 1935. "In the work I now begin, I cannot promise success, but I can pledge without reserve whatever energy and wisdom I can muster. This University has an honorable past and moves toward a distinguished future. . . . Sixty years ago, university inaugurals were long, erudite, and scholarly. A president was then a remote but admirable figure, generally respected but seldom understood. He felt his authority in the intellectual world and made the most of it. . . . Since that time the learned world has become less restricted, and its members more critical. . . . That change is a healthy one. No man is wise enough to direct alone the policies or details of a university."

220. Ward, Paul William, 1893– . Reflections on University Administration. *Educ. Record*, 19: 117–124, April 1938. Reprinted in *AAUP Bull.*, 24: 638–644, December 1938. (*Author:* Professor of Philosophy, Syracuse University; Chairman of Committee of the American Association of University Professors on Place and Function of Faculties in University and College Government.)

"University administration, consequently, cannot be patterned too closely after other types of administration. . . . In all administrative set-ups, however, performance is a function of characters and universities are no exception. . . . The preface to excellent administration lies in the selection of administrators." Considers principal factors and methods to be followed in selection of a president. Advocates "faculty participation or consulation in the selection of presidents."

221. ———. *Chairman.* Place and Function of Faculties in College and University Government. *AAUP Bull.*, 25: 145–168, April 1939. (*Author:* See No. 220.)

Includes report of Committee T (p. 145–150), and symposium on same subject at 25th annual meeting of the Association, led by Julian P. Bretz of Cornell University (See No. 88), Ordway Tead of New York, and Carl Wittke, Oberlin College. Latter two not directly concerned with the work of the president. Committee T report summarizes earlier reports of the Committee. Reports results of a questionnaire to Association chapters asking for their wishes as to future activities of the Committee. More than two-thirds of the chapters wanted it to do consultative work and to "make a comprehensive survey of governmental set-ups in as many as possible of the institutions at which the Association has chapters with a view to publishing the results." For other reports by this Committee, see Nos. 222, 223, 224, 225.

222. ———. *Chairman.* Place and Function of Faculties in College and University Administration: Committee Report and Symposium. *AAUP Bull.*, 26: 171–190, April 1940. (*Author:* See No. 220.)

A report on various aspects of faculty participation based upon information furnished by 177 institutions. In reply to the question, "Is faculty consulted in choice of a new president?" answers were "No", 113; "Yes", 44. Replies to this and other questions are analyzed in a set of eight charts for all institutions and separately for 29 State universities, 20 women's colleges, 14 engineering colleges, 23 teachers colleges, 6 endowed graduate schools, 6 most democratic state universities, and 6 least democratic universities.

223. ———. *Chairman.* Place and Function of Faculties in College and University Administration. *AAUP Bull.*, 27: 155–177, April 1941. (*Author:* See No. 220.)

Report at 27th annual meeting of the Association. "This report of Committee T . . . falls into four divisions: I. Further researches of the Committee; II. Suggestions of the Committee; III. Continuing recommendations of the Committee; IV. Conclusions." Gives revised summaries of reports made the previous year (No. 222) but based on returns from 228 institutions instead of 177. Reports that faculty is not consulted in choice of a new president in 148 institutions, consulted in 60, others not reported. Develops a Faculty Self-Government Index and a 28-Point Rating Scale based on it.

224. ———. *Chairman.* Place and Function of Faculties in College and University Government. *AAUP Bull.*, 39: 300–318, Summer 1953. (*Author:* See No. 220.)

Report at 39th annual meeting of the Association. Reports progress on new study inaugurated in January 1953, based on replies from 155 of the Association's 460 chapters. Quotes extensively from 1920 report (see No. 618), and summarizes preceding reports of the Committee. Shows progress made in 51 identical institutions between 1939 and 1953. States that 25 institutions had made improvement in faculty participation in choice of new presidents. Includes bibliography of 11 titles.

225. Ward, Paul William, 1893– . *Chairman.* The Place and Functions of Faculties in College and University Administration. *AAUP Bull.*, 41: 62–81, Spring 1955. (*Author:* See No. 220.)

Final report on the 1953 study of the Committee. Based on replies from 228 institutions and comparisons with reports from 228 institutions in 1939 report. Presented in a series of 14 graphs, most of them based upon faculty self-government indexes, derived in earlier report (No. 223.) Reports answers to question, "Is the faculty consulted in the choice of a new president?" In 1939, answers were "Yes", 60; "No", 148. In 1953 answers were "Yes", 112; "No", 111.

226. Webster, Arthur Gordon, 1863–1923. Science and Inaugurations. *Nation:* 89: 376–377, Oct. 21, 1909. (*Author:* Professor of Physics, Clark University, Massachusetts.)

Comments on editorial in earlier issue stating that "our humanists need not shudder over Dartmouth choosing a physicist for president." Says that "I felt moved at the time to remark that in other countries this tendency to shudder is not experienced." Names seven physicists "who are, or have recently been, at the head of British Universities." Comments on three recent inaugurations which he has attended, and their emphasis on the importance of science in the modern university.

227. Wecter, Dixon, 1906– . Prowling for Campus Presidents. *Sat. Review Lit.*, 31: 9–11+, Sept. 11, 1948. Reprinted, *AAUP Bull.*, 34: 493–504, Autumn 1948. Excerpts, *Newsweek*, 32: 92, Sept. 20, 1948. (*Author:* Chairman, Research Group, Huntington Library, California.)

Vigorous, often frank, comments on various types of university presidents, especially four-star generals, scholars, and business men. Many such named and characterized. Conclusion: "If a university president accepts this prime obligation [defender of free thought], cultivates broad understanding if not scholarship, and keeps himself within the limits of serenity and justice, it matters not too gravely whether he knows all about cost-accounting, has a winsome microphone manner, or started his professional career as instructor, bank messenger, or shave tail."

228. Wetzler, Wilson F., 1914– . A Look at the President of the Small College. *Jour. Higher Educ.*, 25: 439–441, 456, November 1954. (*Author:* Assistant Director of Student Teaching, Madison College, Virginia.)

Based on a questionnaire answered by 24 presidents of liberal arts colleges, privately controlled and church-related, with enrollments of less than 500 students. Summarizes data on ages, experience, training, and needed characteristics for success. Considers also special problems facing the presidents of these institutions. "Most of the administrators believe that financial problems are the most pressing and urgent." Also discusses why the presidents dislike certain functions and duties. "One president complains that 'playing God' is indeed a tiresome task."

229. White, Goodrich Cook, 1884– . *The Education of the Administrator.* Nashville, Tenn.: Methodist Board of Education, 1957. (Studies in Christian Higher Education, No. 3.) viii, 62 p. (*Author:* President, Emory University, Georgia.)

Based on address at 12th Institute of Higher Education, Nashville, 1956. Contains 4 chapters: I. On Keeping Intellectually Alive. II. Patience and Its Limits. III. The Letter and the Spirit. IV. The Real Job.

230. Why College Presidents Are Mentally Second-Rate. *Current Opinion*, 67: 242, October 1919.

"The steady deterioration in the character and capacity of college presidents remains one of the unheeded warnings of the time in the United States. The college president is responsible for the decay of the intellectual life of the nation. . . . Our college presidents who are in a conspiracy against knowledge, . . . facile in retailing sophistry, . . . a smiling humbug." Quotes extensively from an article by an unnamed "Western college professor" in *School and Society*, but gives no reference to volume or date.

231. Widger, Howard DeForrest, 1887– . What Should Be the Qualifications for the President of Utopia Teachers College? *AAUP Bull.*, 33: 525–534, autumn 1947. (*Author:* Head, Department of English, Eastern Illinois State College.)

Considers the significance of age, appearance, education, experience, character, temperament, and attitudes. "This paper has not attempted to make a complete catalog of all the qualifications which should be required of Utopia's president. It is neither a bill of particulars nor a blue print. It will have accomplished its purpose if it serves to call the attention of the inquiring College Board to some of the tangible and intangible qualities of head and heart about which they must do some plain thinking before they commit themselves to a decision on the presidency."

232. Wiggin, Gladys Anna, 1907– . Selecting and Appraising Personnel. In *Democracy in the Administration of Higher Education* (No. 21), p. 129–148. (*Author:* Professor of Education, University of Maryland.)

Studies the statements and achievements of certain famous university leaders, such as Eliot, White, and Harper in attempt to discover the characteristics of great administrators and the reasons for their success. States that "putting in charge of a university a commander of troops whose only connection with a university had been as an undergraduate student is disastrous to the development of our social institutions. It is a trend which should be fought against vigorously by those who are working for the expanding social usefulness of the university. The master craftsmen of the great universities have been educational statesmen. . . . Most of these educational leaders have exhibited their flair for organizing university work long before they have been called to presidencies." Discusses also How the Great Presidents Secured Great Professors, Factors in Institutional Distinction, and Measures of Institutional Distinction—all features for which the university president has more or less direct responsibility. General conclusion: "The essence of their greatness is in the sweep of their educational philosophies and the strength of their educational courage."

233. Wilbur, Ray Lyman, 1875–1949. Inaugural Address of the President of Leland Stanford Jr. University. *Sch. & Soc.*, 3: 181–186, Feb. 5, 1916.

Reviews his earlier connections with the University and reasons for them. "The desire to learn new things must be in the air. Merely to set up baubles to encourage scholarship and research may be expedient, but we cannot expect a man who considers these as worth much, or at least as goals to be attained, to go far along the plodding road of new thought or new discovery. There can be no place for the mentally stagnant." Conclusion: "Let us here at Stanford, trustees, faculty, alumni and students, together do our best as unselfish citizens to develop a university of service, of citizenship in its broadest sense of character—a place where truth is paramount. In a word a university of quality and of usefulness."

234. ———. The University President: Essential Characteristics for Success. *Assoc. Amer. Coll. Bull.*, 30: 330–334, May 1944. (*Author:* Chancellor, Stanford University.)

"The fundamental requirement for a university president is durability of mind and body. . . . The principal function of a university president is to select or steer the selection of a faculty of quality and to back up its members, young and old, in their ambitions, researches, scholarship, and teaching programs. . . . Success in the presidency comes largely from the ability to make prompt decisions and to have a clearcut policy and to have written records of all important decisions. . . . Something must be said, too, for the wife of a university president. She is called upon to play silent partner, without remuneration, but with plenty of hard work, in social and other lines. She can do much to make or break her husband."

235. Wilgus, Alva Curtis, 1897– . Presidential Prerequisites. *Sch. & Soc.*, 46: 275–276, Aug. 28, 1937. Reprinted in *AAUP Bull.*, 24: 180–183, February 1938. (*Author:* Professor, George Washington University, Washington, D.C.)

"In higher education today the average yearly turnover in college and university presidencies in the United States is between 150 and 200. . . . Many reasons can be assigned for this astonishingly rapid change, but one of the usual contributing causes is to be found in the presidential personality. It may, therefore, be not inappropriate to say a word about so important a subject." Considers various needed characteristics, including humility, honesty, optimism, open-mindedness, originality, patience, and accessibility to both faculty and students. "A president should be equally at home with a top hat or a tennis racquet, a riding habit or a walking stick."

236. ———. A Placement Bureau for College and University Administrators. *Sch. & Soc.*, 48: 115, July 23, 1938. (*Author:* See No. 235.)

Comments on suggestion by H. G. James (No. 513). "In February and March 1937, the undersigned discussed with nearly two dozen leading educators in this country the need for and feasibility of establishing such a bureau. . . . In the course of the discussion it became evident" that no one of five named national organizations could establish the needed service. Considers other possibilities, but reaches no satisfactory conclusion.

237. **WILLIAMS, CHARLES WHITING. His All-Round Excellency, the College President: What Is Required of the Executive of an American Institution of Higher Education?** ***Independent*, 74: 499–503, Mar. 6, 1913. (*Author:* Assistant to President, Oberlin College.)**

Occasioned by election of Woodrow Wilson to the presidency of the United States. "No wonder a great party staked its chances of a diploma from the electoral college . . . on an ex-college president—and won! The number, size, quality and variety—in more academic language, the multitude, magnitude, essential characteristics, and heterogeneousness—of the duties loaded on the modern college executive are enough to fit him to handle with ease practically any job of 'presidenting' the country can furnish." Gives numerous examples, some serious, some amusing. Contrasts presidential difficulties in handling a cabinet and in handling a faculty. "No political party ever contained in proportion to its size anything like so many different kinds of people as a university teaching force." States that "a college president will hear, during the course of a year, from half the country's wise men and all its lunatics." Gives several examples of latter group. Mentions also President James A. Garfield, former president of Hiram College, and President Thomas Jefferson, founder and first president of University of Virginia.

238. **WILLIAMS, LLOYD P. Quiescence, Tradition, and Disorder—Cross-Section of a Small College.** ***AAUP Bull.*, 43: 615–625, December 1957. (*Author:* Assistant Professor of Education, University of Oklahoma.)**

"Cherokee College is the subject of this paper. Whereas the name is fictitious, the college is not. . . . Cherokee is collegiate, private, church-related, and co-educational." Describes characteristics and faults of administrative officers, especially president and dean. "The president is preoccupied with administrative trivia, and his interference in various offices throughout the college is frequent, unpredictable, and apparently compulsive."

*See also* Nos. 12, 25, 38, 41, 43, 44, 46, 47, 48, 49, 50, 56, 62, 63, 66, 68, 239–254, 258, 280, 303, 306, 320, 339, 340, 346, 377, 390, 401, 406, 433, 434, 489, 504, 510, 513, 520, 521, 524, 528, 588, 618, 630.

# IV. *Personal Factors*

## 1. General

239. **Chambers, Merritt Madison,** 1899– . Presidents of State Teachers Colleges. *Sch. & Soc.*, 35: 234–236, Feb. 13, 1932. (*Author:* Faculty member, Teachers College of Kansas City, Missouri.)

A statistical study of 61 presidents of state teachers colleges, "which have been rated as reputable degree-granting colleges for at least six years." Information summarized in five tables. Ages varied from 36 to 80 years, with median of 58 years. Median tenure was 12 years. Forty-six had previous experience as professors in college or normal school. Fourteen had earned doctor's degrees. Twenty-four of them have written at least one book each. Conclusion: "The academic histories of teachers college presidents should not escape observation. These men are in very important key positions, where sound scholarship and intellectual independence can do much toward the advancement of our civilization."

240. **Donovan, Herman Lee,** 1887– . The State University Presidency, 1955. *In* National Association of State Universities, *Proceedings*, 1955, p. 15–30. (*Author:* President, University of Kentucky.)

On basis of *Who's Who in America* and other similar reference works and a special questionnaire, finds that "the typical state university president today is a married man, 56 years of age, and he is the father of two children. The range of ages is from 33, the youngest, to 70, the eldest. He is a college graduate, the possessor of three earned degrees, including the Ph.D. degree, and he has received one or more honorary degrees. . . . [His] major field of study is most often education. . . . He lives in a home on the campus provided for him and his family, rent free. . . . The median salary . . . is $16,375 per year, but the range is from $10,000 to $30,000." Many other details given. Quotes definitions of college presidency by Harold Ickes, Walter Jessup, and W. H. Cowley. Makes detailed comparisons between James K. Paterson, President of University of Kentucky 1869–1910, and present conditions. On the basis of 27 years experience, considers the question: "What are the most important activities of the college president today?" Lists seven "things I would do differently if I had to live over my career as a college President." For further quotation from this address see paragraph preceding No. 644.

241. **Gordon, Joseph Elwell.** *The University Presidents: A Study of Their Backgrounds and Educational Concern in 1900 and 1950.* Chicago, 1951.

Unpublished doctoral dissertation at University of Chicago. For summary, see No. 242.

242. ———. The President: Has the Pattern of College and University Leadership Changed? *Jour. Higher Educ.*, 24: 135–140, March 1953. (*Author:* Program Analyst, Air University, Alabama.)

Based upon author's dissertation at University of Chicago (No. 241). Compares presidents of 29 universities which in 1949 were members of the Association of American Universities with the presidents of the same institutions in 1900. Following factors were studied: educational preparation, experience, age, former relationship to the institution, and honorary degrees received. Also considers "the extent to which the higher educational views and concerns of the present-day executive differ from the views and concerns of the officers at the beginning of the century."

243. **Gross, John Owen,** 1894– . The Methodist College President. *Assoc. Amer. Coll. Bull.*, 32: 527–528, Dec. 1946. (*Author:* Secretary, Department of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former president, Simpson College, Iowa.)

Reports a study "of the presidents of 102 Methodist educational institutions." Average age was 53 years; when first chosen, 45 years. Ages tabulated, varying from 34 to 76 years. In last 10 years, 80 institutions have elected new presidents. Sixty-two of the presidents were ministers. Largest number had undergraduate work at Northwestern, Emory, and Wesleyan Universities. "It cannot be reiterated too strongly that trustees should think in terms of asking prospective presidents to give their lives, not a few years, to the institutions they are called to serve."

244. HAWK, RAY. A Profile of Junior College Presidents. *Jun. Coll. Jour.*, 30: 340–346, Feb. 1960. (*Author:* Dean of Men, University of Oregon.)

Based on questionnaire returns from 162 heads of junior colleges, two-thirds of them public institutions. Finds titles used as follows: President, 65 percent; dean, 22 percent; director, 9 percent; other, 4 percent. Tabulates and discusses answers to seven basic questions: "(1) Age upon assuming present position, (2) number of years in the position, (3) previous position held, (4) highest degree earned, (5) principal field of academic specialization, (6) type of position predecessor took upon leaving, (7) length of time he served as head of the college."

245. HUGHES, RAYMOND MOLLYNEAUX, 1873–1958. A Study of College and University Presidents. *Sch. & Soc.*, 51: 317–320, Mar. 9, 1940. (*Author:* President, Iowa State College.)

A statistical study, with six tables, on various characteristics of the presidents of 300 "of the more important universities and colleges" of the United States. Summarizes birth and location of presidents geographically, by states and regions; age at appointment, varying from 30 to 69 years; length of service, ranging from 1 to 43 years; the 180 institutions from which they received degrees, Harvard leading with 9; names of 20 institutions presided over by their alumni; institutions having conferred 129 Ph.D. degrees on them, Columbia leading with 32; and previous positions held.

246. HUNT, CHARLES WESLEY, 1880– . Politics in the Teachers Colleges. *Understanding the Child*, 10: 14–19, January 1942. With portrait of the author. (*Author:* President, New York State Normal School, Oneonta.)

Reports some of the studies and other activities of the American Association of Teachers Colleges, with 185 members. Reports terms of office of 764 presidents of 150 colleges covering entire history of the institutions, varying from 1 to 42 years, with median of 9 years. Gives data on earned degrees, and refers to further studies in 16th and 18th *Yearbooks* of the Association (See Nos. 306, 307.) Also lists 11 "dangerous practices" and 18 "safeguards."

247. KOHLBRENNER, BERNARD JOHN, 1904– . Some Elements of Background Among University Presidents. *Sch. & Soc.*, 68: 283–285, Oct. 23, 1948. (*Author:* Associate Professor of Education, University of Notre Dame, Indiana.)

Based upon an analysis of the training, experience, and other factors concerning the presidents of 32 universities which were members of the Association of American Universities, as reported in *Who's Who in America* and *Leaders in Education.* Reports previous educational experience or lack of it, degrees held, age, and tenure.

248. KRUSE, SAMUEL ANDREW, *and* BECK, EARL CLIFTON, 1891– . A Study of the Presidents of State Teachers Colleges and State Universities. *Peabody Jour. Educ.*, 5: 358–361, May 1928. (*Authors:* Faculty members; (1) State Teachers College, Cape Girardeau, Missouri; (2) State Teachers College, Peru, Nebraska.)

Based on study of presidents of 86 teachers colleges and 25 state universities. In six tables, answers the questions: "Where do our state college presidents come from? What did they do before they became presidents? How long do they remain presidents? How old are they? What academic preparation have they had?"

249. KUNKEL, BEVERLY WAUGH, 1881– . The College President as He Is Today. *AAUP Bull.*, 34: 344–349, Summer 1948. (*Author:* Professor of Biology, Lafayette College, Pennsylvania.)

An analysis and summary of age, birthplace, alma mater, degrees, and educational positions held by 505 college presidents listed in current issue of *Who's Who in America.* Ages vary from 37 to 82 years. They were graduated from 267 different colleges and universities, Harvard leading with 11. Conclusion: "There is no indication that up to the time of this study there was any notable change in the scholarly preparation of presidents as evidenced by their earned degrees or that there has been any marked tendency for recent business executives to administer the affairs of the colleges. To this generalization there are of course some notable and in some cases regrettable exceptions."

250. LEWIS, WILLIAM PAUL. *Backgrounds of College Presidents in the United States, 1952–53.* Nashville, Tenn.: 1954.

Unpublished doctoral dissertation at George Peabody College for Teachers.

251. McGrath, Earl James, 1902– . *The Evolution of Administrative Offices in Institutions of Higher Education in the United States from 1860–1933.* Chicago: 1938. 35 p. (Part of doctoral dissertation, 1936).

Doctoral dissertation (Ph.D.) at University of Chicago. "It is the purpose of this study to trace the development since 1860 of the administrative offices now in existence in the larger colleges and universities in this country." Covers 11 offices, including the presidency. Answers seven basic questions regarding each office. Based upon intensive study of 32 institutions, publicly and privately controlled, eastern and western, large and small, whose names and founding dates are given. Body of dissertation consists of 11 chapters, one for each office studied. Four tables summarize for the 11 offices, date and order of establishment of each officer, percent of officers teaching from 1860 to 1933 (presidents decreased from 90 percent to 6 percent), highest degrees held, and length of tenure (presidents range from 1 to 40 years, median 9 years).

252. Rainey, Homer Price, 1896– . Some Facts about College Presidents. *Sch. & Soc.*, 30: 580–584, Oct. 26, 1929. (*Author:* President, Franklin College, Indiana; later of Bucknell University, Pennsylvania; University of Texas; and Stephens College, Missouri.)

Based on detailed analysis, presented in 10 tables, of data concerning 192 college presidents, all of whom were at the head of institutions accredited by the Association of American Universities, the North Central Association, or the Southern Association. Finds that 65 percent were primarily teachers, 23 percent ministers, and 9 percent both. States needed qualifications for a successful college president and discusses advantages and disadvantages of men with experience as teachers or as ministers for meeting them. Finds largest group of previous teachers had 16 to 20 years experience, some as much as 35 years, but with median of 15 years. Latin and Greek were the subjects most frequently taught by them. Ministers had median of 12 years experience in the ministry. Total of 69 had Ph.D. degrees, many more had honorary degrees. Median age at time of study was 57 years; at time of becoming president, 43 years. About half the group had served 10 years or longer in their present positions. More than a quarter of the group had already served in previous presidencies, most frequently from 6 to 15 years each. In almost half the cases, the president was a member of Phi Beta Kappa.

253. Reals, Willis Howard, 1892– . Professional Status of Administrators of Evening Colleges. *Sch. & Soc.*, 72: 425–426, Dec. 23, 1950. (*Author:* Dean, University College, Washington University, Missouri.)

Based on 66 replies to questionnaire sent to 81 heads of members of Association of University Evening Colleges. Results presented in 9 tables showing official titles of administrators, salaries, faculty rank, years in present position, degrees held, academic departments represented, other duties, age, and number of students enrolled.

254. Warren, Luther E. A Study of the Presidents of Four-Year Colleges in the United States. *Educ.*, 58: 427–428, March 1938. (*Author:* Professor of Education, Mount Union College, Ohio.)

Summary of a statistical study of about 500 college presidents in 1936 based on *Leaders in Education* and *Who's Who in America*. Finds that average president is between 50 and 55 years of age and has held office about 14 years. Gives extensive information on earned and honorary degrees. Reports highest earned degrees secured at different institutions: Columbia leading with 97; Harvard, 40; Chicago, 35; Pennsylvania, 21; and 18 others named with less than 20 but more than 5 each. Reports also previous experiences and discusses trends.

## 2. Age

255. The Age of College Presidents. *Sch. & Soc.*, 22: 108, July 25, 1925.

Reprints from *Detroit News* a "table which gives the ages at which well-known presidents have become heads of colleges and universities." Gives names and institutions of 45 men varying in age from 29 to 46 years at beginning of their services.

256. Charters, Werrett Wallace, 1875–1952. The Ages of University Presidents. *Jour. Higher Educ.*, 4: 387–388, October 1933. (*Author:* Editor, *Journal of Higher Education.*)

Editorial comments on youthfulness of two new university presidents, James B. Conant at Harvard University and Harold W. Dodds at Princeton University. Names many other presidents appointed when comparatively young at different institutions. Also some illustrous ones who took office at age 50 or over. Quotes approvingly President Hyde of Bowdoin College: "I have seen 95 percent of all administrative reforms advocated and accomplished by men under thirty-five."

257. Walcott, Gregory D., 1869– . Faculty or President? *Science*, 33: 31–32, Jan. 6, 1911. (*Author:* Professor of Philosophy and Psychology, Hamline University, Minnesota.)

Compares fairly constant average age of 20 years for students and 40 to 45 years for faculty, with variable ages of presidents. "When, however, we consider the matter from the side of the one-man power, whether that man be president, or some other official with the bit in his teeth, the conditions do not seem to be so favorable for desirable results. If the president be young—we will say thirty years of age, as sometimes happens—the center of gravity is too much on the radical side; when the same man gets to be sixty-five or seventy, provided he stays that long, or has an elderly successor, the balance shifts too much in the other direction. . . . In the case of the elderly man being in supreme control, the relation of parent to child [characteristic of the usual faculty and student body] will be superseded by that of grandparent to grandchild, with consequent ready indulgence or excessive rigor."

*See also* Nos. 26, 46, 68, 114, 142, 161, 167, 179, 185, 192, 195, 210, 231, 239, 240, 242, 243, 244, 245, 247, 248, 249, 252, 253, 254, 292.

## 3. Degrees

258. Brown, Arlo Ayres, 1883– . The Training of a College President. *Christ. Educ. Mag.*, 40: 12–14, 23, March–April 1950. (*Author:* President Emeritus, Drew University, New Jersey; former president, University of Chattanooga, Tennessee.)

Discusses various factors which should be considered. "Offhand, one might say that an earned Ph.D. degree will denote proper academic training. . . . In the future even more stress may be laid on the Ph.D. degree or another earned doctorate. . . . It is not probable that any particular degree will ever become a *sine qua non* for the president of an American college." Discusses also value of training in the Christian ministry and ability as a money raiser. "If one may risk raising a laugh, seeking a college presidency is like seeking happiness. It will be gained by indirection as a by-product rather than by direct quest. . . . Happiness is not synonymous with a presidency."

259. McGinnis, Howard Justus, 1882– . Degrees Held by the Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 5: 301–302, March 1928. (*Author:* Faculty member, East Carolina Teachers College.)

Finds that 18 different degrees are held by 80 presidents of State teachers colleges. Frequencies of various degrees are tabulated. Ph.D. degree held by 12 men. "In most cases the presidents possessing the Ph.D. degree are among the younger men."

*See also* Nos. 26, 46, 151, 161, 179, 197, 239, 240, 242, 244, 245, 246, 247, 249, 251, 252, 253, 254, 292.

## 4. Salary

260. Academic Salaries. *Sch. & Soc.*, 35: 150, Jan. 30, 1932.

Reports wide variation in salaries of presidents of State universities and colleges from maximum of $20,400 at University of Wisconsin to $4,000 at Arkansas State College. Gives salaries in numerous other institutions. Thirty pay from $10,000 to $15,000 each.

261. Badger, Henry Glenn, 1892– . *The Economic Outlook in Higher Education for 1934–35.* Washington: U.S. Office of Education, Pamphlet No. 58. 1934. 49 p. (*Author:* With U.S. Office of Education.)

Table E reports "Most common salaries, 1934–35. and percentage of change from 1933–34" for presidents, deans, professors, associate professors, assistant professors, and instructors for over 300 institutions in various groups, institutions being individually named. Major facts on salaries of 310 college presidents summarized by W. C. Eells in No. 268.

262. ——— and Eells, Walter Crosby. Junior College Salaries in 1941–1942. *Jun. Coll. Jour.*, 15: 346–348, April 1945. (*Authors:* (1) With U.S. Office of Education; (2) Executive Secretary, American Association of Junior Colleges, Washington, D.C.)

Includes section "Junior College Presidents," tabulating salaries of presidents of 86 publicly controlled and 103 privately controlled junior colleges, ranging from $10,000 to $830.

263. Baughman, George F., 1915– . Academic Salaries. *In* Association of Governing Boards of State Universities

and Allied Institutions, *Proceedings*, 1955, p. 65–70. (*Author:* Business Manager, New York University.)

Extensive quotations from and comments on Ruml and Tickton's study (No. 277) including salaries of college and university presidents. "The President over this 50-year period has lost 2 percent of his absolute salary. How has he fared with others?" Compares conditions with salaries of faculty and with men in other occupations. "Let's take the President in California who in 1908 got $10,000. The equivalent today would be $50,400. I hesitate to ask Mr. Kettler what the President in California now gets. Illinois and Chicago, the same thing."

264. BOKELMAN, W. ROBERT. *Higher Education Planning and Management Data, 1957–58: Salaries, Fringe Benefits, Tuition and Fees, Room and Board.* Washington: Government Printing Office, 1958. (U.S. Office of Education Circular No. 517.) vi, 102 p. Summary of salary portion, by same author, in *Higher Educ.*, 14: 105–109, March 1958. (*Author:* With U.S. Office of Education.)

Based on information furnished by 1,146 institutions. Gives maximum, median, quartile, mean, and minimum salaries of presidents in five types of public and five types of private colleges and universities, varying from $45,000 to $1,200. Means varied from $23,920 in private universities to $8,070 in private junior colleges.

265. ———. *Higher Education Planning and Management Data, 1958–59: Salaries, Tuition and Fees, Room and Board.* Washington: Government Printing Office, 1959. (U.S. Office of Education Circular No. 549.) vii, 126 p. (*Author:* See No. 264.)

Second in annual series of which No. 264 was the first, but based on returns from 1,015 colleges and universities. Gives maximum median, quartile, mean, and minimum salaries of presidents in six types of public and seven types of private colleges and universities, varying from $45,050 to $4,200. Means varied from $25,930 in private universities to $9,030 in private theological schools.

266. ———. *Higher Education Planning and Management Data, 1959–60: Salaries, Tuition and Fees, Room and Board.* Washington: Government Printing Office, 1960. (U.S. Office of Education Circular No. 614.) vii, 104 p. (*Author:* See No. 264.)

Third in annual series of which No. 264 was the first, but based on returns from 1,433 colleges and universities. Gives maximum, median, quartile, mean, and minimum salaries of presidents in six types of public and seven types of private colleges and universities, varying from $45,000 to $3,000. Means varied from $25,740 in private universities to $9,250 in private theological schools. "The findings will be reported in two publications this year. The present volume, which is the first of these publications, consists primarily of the tabular presentation. An analysis report will follow, which . . . will include comparisons of the changes that have occurred during the past three years."

267. COLVERT, CLYDE C., 1899– . Salaries of Junior College Teachers and Administrators in the United States for 1956–57. *Jun. Coll. Jour.*, 28: 35–43, September 1957. (*Author:* Professor of Junior College Education, University of Texas.)

Based on reports from 270 public and 190 private junior colleges. Reports mean or median and range of salaries of presidents, in each of six geographical divisions. For public junior colleges: Mean, $9,633; range, $5,100 to $18,100. For private junior colleges: Median, $7,233; range, $4,100 to $14,900. Makes comparisons for three earlier periods, 1941–42, 1952–53, and 1954–55.

268. EELLS, WALTER CROSBY, 1886– . "Salaries of College and University Presidents." *Sch. & Soc.*, 42: 203–208, Aug. 10, 1935. (*Author:* Professor of Education, Stanford University.)

A detailed summary and analysis, with seven tables and one graph, of data on presidential salaries derived from H. G. Badger's study (No. 261). Gives distribution of maximum, minimum, median, and quartile salaries for 310 presidents in four groups of institutions—publicly controlled colleges and universities, privately controlled colleges and universities, teachers colleges and normal schools, and Negro institutions. Maximum, $31,500; minimum, $1,200. Analyzes salaries in relation to number of faculty members in institution, to various types of control, and on geographical basis. Compares salaries of presidents with those of 746 city superintendents of schools. Conclusion: "It is evident that, with certain outstanding exceptions, the typical American college president, with his varied duties—educational, financial, and administrative—with his many heavy responsibilities, and with his relatively short tenure, receives very inadequate financial compensation for his services."

269. Elliott, Edward Charles, 1874–1960, *and* Chambers, Merritt Madison, 1899– . *The Colleges and the Courts: Judicial Decisions Regarding Institutions of Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1936. x, 563 p. (*Authors:* (1) President, Purdue University, Ind.; (2) Staff member, American Youth Commission of American Council on Education, Washington, D.C.)

Chapter 6, "The President; Faculty Members; Other Employees" (p. 68–91). Discusses legal status of the president, including attempted dismissal and nonpayment of salary, illustrated by court cases in Kansas, South Dakota, and New York. Other cases involve unauthorized purchase by the president, in New York (p. 214–215), and questions involving use of house in several institutions in Massachusetts, New York, Pennsylvania, and Kansas (p. 314–315). For second volume in this series, see No. 345.

270. Fleege, Urban H., 1908– . Salaries of Administrators in Colleges and Universities during 1947–48. *Sch. & Soc.*, 67: 193–196, Mar. 13, 1948. Correction, 67: 358, May 8, 1948. (*Author:* Director, Marquette Guidance Clinic and Coordinator of Veterans Affairs Marquette University, Wisconsin.)

Tabulates salaries of presidents and other administrative officers in 164 colleges and universities, classified in seven groups, according to size. Gives maximum, minimum, and average salary of presidents in each group, varying from $3,300 to $25,000. Also information on extra allowance for house, travel, and entertainment. Based on reports received from 25 State universities, 80 other State institutions, 9 municipal universities, and 50 privately controlled colleges and universities.

271. Humphrey, George Duke, 1897– . Statutory Control of College and University Salaries. *Sch. & Soc.*, 85: 185–186, May 25, 1957. (*Author:* President, University of Wyoming.)

Based on replies to questionnaire from 70 heads of 74 land-grant colleges and State universities. "According to the survey, 67 schools have no limitations on salaries of presidents. . . . In 42 colleges and universities, the president's salary is higher than that of the governor. In eight institutions the salaries are the same."

272. Maul, Ray Charles, 1895– . Salaries in Higher Education. *Higher Educ.*, 10: 102–104, February 1954. (*Author:* Assistant Director, Research Division, National Education Association, Washington, D.C.)

Reports median salaries for presidents of 417 degree-granting colleges and universities. Summary of much more detailed report in No. 278.

273. ———. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1957–58.* Washington: Research Division, National Education Association, May 1958. (Higher Education Series, Research Report, 1958–R1). 55 p. (*Author:* See No. 272.)

Based on questionnaire returns from 787 degree-granting institutions and 237 junior colleges, 72 percent of the 1,484 institutions invited to participate in the study. Salaries of presidents, however, reported for only 650 of the 4-year and 250 of the junior colleges. Salaries reported for group as a whole and for nine subgroups arranged in each case by intervals of $200 for salaries below $11,000 and by intervals of $1,000 for salaries above $11,000. Maximum salary reported for degree-granting institutions, $45,250; median, $12,407; minimum, $4,200. Ten percent of the 4-year college presidents received less than $7,500. Ten percent received more than $20,000, and 5 percent received more than $24,000. For junior colleges, maximum, $18,500; minimum, $3,400. Reports also given in detail for institutions grouped by nine types, and by eight geographic areas.

274. ———. *Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1959–60.* Washington: Research Division, National Education Association, March 1960. (Higher Education Series, Research Report, 1960–R3.) 55 p. (*Author:* See No. 272.)

Based on questionnaire returns from 926 degree-granting institutions, and 386 junior colleges, or 84 percent of the 1,559 institutions invited to participate in the study. Salaries of presidents, however, reported for only 757 of the 4-year and 344 of the junior colleges. Salaries reported on same basis as in No. 273. Maximum salary reported, for degree-granting institutions, $42,500; median, $13,827; minimum, $4,000. For junior colleges, maximum, $20,500; minimum, $4,000. Data are given in many footnotes regarding additional income in way of houses, cars, travel funds, entertainment and other perquisites. This is the latest and most comprehensive study of salaries of presidents and other administrative officials, also of faculty members. The National Education Association plans to make similar studies, on a comparable basis, at 2-year intervals.

275. Palmer, Archie MacInnes, 1896– . Presidential Salaries. *Assoc. Amer. Coll. Bull.*, 18: 222–228, May 1932. (*Author:* Associate Secretary, Association of American Colleges, New York City; President University of Chattanooga, 1938–42.)

Gives data on salaries of presidents of 107 smaller liberal arts colleges (each with less than 700 students) for 1930–31, in three tables with text discussion. Amounts varied from $2,500 to $12,500, with houses provided in more than half the institutions. Makes various comparisons with salaries 150 years earlier as reported by G. P. Schmidt (see No. 61), and with salaries for 1930–31 in 94 state institutions.

276. Reeves, Floyd Wesley, 1890– ; Russell, John Dale, 1895– ; Gregg, H. C.; Brumbaugh, Aaron John, 1890– ; *and* Blauch, Lloyd E., 1889– . *The Liberal Arts College: Based upon Surveys of Thirty-Five Colleges Related to the Methodist Episcopal Church.* Chicago: University of Chicago Press, 1932. xxxv, 715 p. (*Authors:* (1) Professor of Education, University of Chicago; (2) Associate Professor of Education, University of Kentucky; (3) Business Manager, Albion College; (4) Assistant Professor of Education, University of Chicago; (5) Professor of Education, North Carolina College for Women.)

Covers many phases of the organization and administration of higher education as illustrated by the 35 institutions studied. Chapter 10, "Internal Administrative Organization," gives list of 11 duties of the president and presents seven organization charts which show various positions which he occupies in different institutions. Contains an extensive report on salaries of presidents, which vary from $2,500 to over $10,000, with median of $6,000, and compares them with salaries of presidents of 34 non-Methodist institutions. Tabulates the ratios of salaries of presidents to those of professors (median about 2.25 times as great), and compares this ratio with those in 34 non-Methodist institutions. Numerous references to other aspects of presidential responsibilities.

277. Ruml, Beardsley, 1894–1960, *and* Tickton, Sidney G. *Teaching Salaries Then and Now: A 50-Year Comparison with Other Occupations and Industries.* New York: Fund for the Advancement of Education, 1955. 93 p. (*Authors:* (1) Formerly Treasurer, R. H. Macy & Co., New York; (2) Not identified.)

"The purpose of this study is to examine and to interpret available statistical information bearing on the changes in the economic status of the teaching profession that have occurred in this country over a period of years and to compare these changes with those in other professions and occupations." Includes data on presidents of land-grant colleges (p. 53).

278. "Salary Schedule Provisions and Salaries Paid in Degree-Granting Institutions, 1952–53." *NEA Research Bull.*, 31: 135–167, December 1953. (*Author:* Not stated, but see No. 272.)

Based upon questionnaire returns from 417 institutions. Reports salaries in 1952–53 for presidents of 16 privately controlled universities, varying from $10,500 to $20,000, with median of $15,000; in 11 municipal universities, varying from $10,000 to $20,328, median, $18,000; in 31 land-grant Colleges, varying from $7,500 to $23,628, median, $15,000; in 50 State colleges, varying from $6,336 to $16,000, median, $9,800; in 73 teachers colleges, varying from $5,800 to $14,779, median, $9,410; in 24 large private colleges, varying from $7,500 to $24,000, median, $12,250; in 58 medium-sized private colleges, varying from $4,200 to $20,000, median, $8,000; and in 71 small private colleges, varying from $4,500 to $12,000, median, $7,500. The first of a planned series of such comprehensive salary studies to be made by the National Education Association. See Nos. 273, 274, 279.

279. Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955–56. *NEA Research Bull.*, 34: 112–161, October 1956. (*Author:* Not stated, but see No. 272.)

Similar to No. 278, but based on questionnaire returns from 989 institutions, or 64 percent of all invited to participate, including junior colleges. Presents detailed data on presidential salaries similar to No. 278. Median salary of all reporting presidents, $11,814. For latest similar data, see No. 274.

*See also* Nos. 26, 32, 36, 43, 46, 47, 68, 218, 240, 253, 344, 425, 438, 441.

## 5. Tenure

280. BOSSING, NELSON LOUIS, 1893– . Some Suggested Criteria for the Selection of College Presidents. *Educ.*, 61: 399–402, March 1941. (*Author:* Professor of Secondary Education, University of Minnesota.)

"A recent study of one hundred and fifty changes in the personnel of college and university presidents revealed the average tenure involved in these changes to have been approximately three years. This situation is startling." To improve it, suggests and discusses six criteria for selection of new presidents, involving unquestioned scholarship, potential leadership, institutional familiarity, democratic philosophy, judicious mind, and relative youth.

281. BRYAN, WILLIAM LOWE, 1860–1955. The Share of Faculty in Administration and Government. *In* National Association of State Universities, *Proceedings*, 1914, p. 92–96. (*Author:* President, Indiana University.)

In spite of the title, content deals chiefly with the functions and tenure of the college presidency. "I have the view that the office of university president is in one important respect like the office of Prime Minister in Great Britain. . . . A university president in rare cases may hold his office when he no longer has the support of his constituency. As a rule, however, a university president must have something approaching unanimous support from the trustees, faculty, alumni, and other interested persons. Lacking such support, he ought to retire, just as Gladstone and Disraeli would. . . . The history of the presidency in American colleges and universities shows that the tenure of men in that office is in fact very like the tenure of the British Premier as regards uncertainty and also as regards brevity." Gives somewhat detailed statistics on tenure of 415 representative college presidents—past and present. Average term for the 350 past presidents was 11 years. Average age at death, 68 years. Twenty-five percent were in office at age 65. "These facts show that the college or university presidency is an extra-hazardous occupation."

282. BUTLER, NICHOLAS MURRAY, 1862–1947. Concerning Some Matters Academic. *Educ. Review*, 49: 391–399, April 1915. (*Author:* President, Columbia University.)

Address at Johns Hopkins University on Commemoration Day, February 22, 1915. Discusses the office of President, both in the United States and abroad, particularly in Germany. "Judged by the length and the security of tenure of its various incumbents at different institutions, the office is what would be called in the business world an extra-hazardous risk. Disturbance relating to it is not infrequent, and eviction from it is not unknown. Nevertheless, ambition to hold it is well-nigh universal among academic persons." Reviews outstanding early university presidents and their influence. "The duties and responsibilities of the office of university president may be summed up in very few words. They are the jealous care and close oversight of the work and interests of the university taken as a whole, and the guidance of its relations toward the public."

283. CARMICHAEL, OLIVER CROMWELL, 1891– . Faculty Versus Administration in Determining Educational Policy. *In* Carnegie Foundation for the Advancement of Teaching, *46th Annual Report*, 1950–51, p. 19–20. (*Author:* President, Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; Later, President, University of Alabama.)

"The early universities were communities of scholars with few administrative officers or trustees. . . . In the oldest of the British universities . . . a president with indefinite tenure and a board of trustees, or regents, are unknown. The American plan has many advantages over the British."

284. CRABB, ALFRED LELAND, 1884– . An Exhibit in Tenure. *Peabody Jour. Educ.*, 17: 284–298, March 1940. (*Author:* Faculty member, George Peabody College for Teachers, Tennessee.)

Lists names of presidents, past and present, and terms of office of 161 teachers colleges and normal schools in 43 states. "The data presented below are taken from a larger study which carries this material, together with biographical sketches of most of the presidents indicated, representing the administration of state normal schools and teachers colleges for a century. One of the original studies is in the archives of the American Association of Teachers Colleges at Oneonta, New York, the other in the vault of the library of George Peabody College for Teachers."

285. ——— *and* JONES, WILLIAM CLARENCE. Tenure of Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 9: 46–50, July 1931. (*Authors:* (1) See No. 284. (2) Faculty member, Eastern Kentucky Teachers College.)

Based on questionnaire giving "complete information concerning the number of years of service of presidents and former presidents of 102 state teachers colleges." Principal information presented in five tables. "The above facts indicate that the position of president is more secure and permanent today than formerly. The median term of present presidents is practically twice as long as the median term of former presidents." One table gives information, by states, on maximum, minimum, and average terms of former and present presidents. Two others give names and other information on 23 former presidents who held their positions over 20 years (maximum, 46 years), and 18 present presidents who have held their positions over 20 years (maximum 32 years).

286. Cumings, Edgar Crowther, 1909– . When Is a College President Successful? *Sch. & Soc.*, 81: 65–67, Mar. 5, 1955. (*Author:* Vice-President and Dean, Hiram College, Ohio.)

"A President who lasts ten years or more is regarded as something of a latter-day miracle. . . . Let us explore the reasons for this curious consideration." Considers the relations of the president to the trustees, to the faculty, and to the alumni. "Is there a solution? No, not as long as graduates become alumni, trustees are appointed for their prestige and wealth, and faculty members worship tenure."

287. Doney, Carl Gregg, 1867–1955. Consider the College President. *Assoc. Amer. Coll. Bull.*, 20: 522–524, December 1934. (*Author:* President, Willamette University, Oregon.)

Paper presented by the president at commencement 1934 at the conclusion of 19 years of service, giving his reflections on the significance of the office. "Though there are only four or five college presidents for each million of population, they have a relatively large place in public thought. . . . Like the wild turkey and Indian corn, the college president is indigenous to the Western hemisphere. . . . No wonder the average duration of a college administration is three years and a fraction, evidence perhaps that men rush in where angels fear to tread. . . . [The college president] is not condemned to spend his life in dropping buckets into empty wells and drawing nothing up."

288. Edmiston, R. W., 1894– . The Tenures of Publicly Controlled and Privately Controlled Colleges and Universities. *Sch. & Soc.*, 49: 254–256, Feb. 25, 1939. (*Author:* Faculty member, Miami University, Ohio.)

Tabulates from 1898 to 1937 the year of beginning service of 120 presidents of publicly controlled institutions and 120 presidents of privately controlled institutions. Finds average for each group is 9.52 years. Then tabulates presidents of various subgroups: (1) public—teachers colleges, state universities, technical and agricultural, municipal, and others; (2) private—non-sectarian, Roman Catholic, Methodist, Presbyterian, Baptist, Lutheran, others; (3) size, by five sizes of student body; (4) coeducational, men, women. Finds longest average tenure in non-sectarian private institutions (13.00 years), shortest in public municipal institutions (5.43 years).

289. Felicitations and an Accolade. *Assoc. Amer. Coll. Bull.*, 23: 415–421, December 1937.

"Felicitations and an accolade to each of that heroic group of our membership who have served as president of a member of our Association for 25 years or more. We are glad to list them on a roll of honor." Lists 28 such, earliest being Haywood J. Pearce of Brenau College, Georgia. Also lists 12 presidents in 1937 who were charter members of the Association at its organization in 1915. Prints brief tributes to each of them by J. N. Hillman, Francis P. Gaines, Rees Edgar Tulloss, W. W. Bartlett, L. W. Boe, Irving Maurer, Luther L. Gobbel, H. M. Gage, L. H. Hubbard, William P. Tolley, D. M. Kay, James R. McCain, and Winfred George Leutner.

290. Graves, Frank Pierrepont, 1869–1956. Our New College Presidents: With Fifty Pictures of New Presidents and Presidential Possibilities Together with an Interesting Composite Portrait of the New Type of Modern College Executive. *Educ. Review*, Supplement to Vol. 60, No. 4, November 1920, p. 1–16. (*Author:* Dean, School of Education, University of Pennsylvania; Newly chosen Editor, *Educational Review*.)

Discusses tenure and other characteristics of college presidents. "A fair average for the best known institutions would probably not be much beyond a decade. And the college administrations that have stretched over a full generation . . . could probably be counted on the fingers of one hand. This rapid change in personnel and policy is not surprising, for it is well known that the office of university or college president is one of the most exacting in the world." Comments on conditions in many specific institutions and presidential needs in them. "In view of this unprecedented change in the presidencies of our colleges and universities, the *Educational Review* has broken its invariable rule of nearly a generation, and has resorted to pictures." Gives portraits of

36 new presidents, and (a very unusual feature) portraits of 14 men "who are constantly being mentioned as likely to be chosen in the near future." Only two or three of them, however, ever became college presidents. Also gives a full-page composite shadowy portrait of "the typical modern college president." (For elements of this portrait, see No. 99.)

291. Jones, William Clarence, 1899– . Tenure of Presidents of State Teachers Colleges. *Peabody Jour. Educ.*, 26: 149–151, November 1948. (*Author:* Faculty member, George Peabody College for Teachers, Tennessee.)

"The investigation was completed in 1948 and includes a record of the years of service of presidents and former presidents of 146 state supported institutions located in 40 states." Median term of service for incumbent presidents was 7.6 years; for their predecessors, 12.1 years. Longest term of service was 49 years. Gives names of all with 30 or more years of service. Also summarizes reasons why presidents relinquished their positions. Reasons given most frequently for 328 men: death, 147; requested to resign, 43; accepted another presidency, 35; accepted position in business or industry, 29; reached retirement age, 26.

292. Klein, Arthur Jay, 1884– . *Director. Survey of Land-Grant Colleges and Universities.* Washington: Government Printing Office, 1930. 2 vols. (United States Office of Education Bulletin 1930, No. 9). (*Author:* With U.S. Office of Education.)

Contains one chapter on "Chief Executive Officer" (Vol. 1, p. 63–67). "Certain information has been collected covering age, marital status, place of birth, degrees, teaching experience, and authorship of 48 of the 52 incumbents of the office [of president] for the year 1928." Includes special consideration of tenure. "The length of service of the presidents is a question of vital significance. . . . A total of 308 presidents has served in 44 of the Land-Grant colleges since their establishment. . . . That there is considerable turnover is disclosed by the fact that 167 presidents served less than five years."

293. Nyquist, Ewald B. Report of the Commission on Institutions of Higher Education. *In* Middle States Association of Colleges and Secondary Schools, *Proceedings*, 1958, p. 26–31. (*Author:* Chairman, Commission on Institutions of Higher Education, Middle States Association of Colleges and Secondary Schools.)

Contains important revised statement, "The Meaning and Use of Accreditation." Reports that 35 percent of the presidents of institutions in the Association have held office 10 years or more.

294. Palmer, Archie MacInnes, 1896– . The Long-Term College President. *Assoc. Amer. Coll. Bull.*, 16: 243–244, May 1930. (*Author:* Associate Secretary, Association of American Colleges, New York, N.Y.; President, University of Chattanooga, 1938–42.)

Names 7 individuals who had become college presidents before 1896 and others of earlier years with exceptionally long terms of office. Conclusion: "The college presidency is truly 'a dangerous trade', but there are some 'supermen' who have been able to meet its demands for as many as ten college generations." Duplicates in part material in No. 297.

295. ———. Presidential Mortality. *Assoc. Amer. Coll. Bull.*, 16: 515–526, December 1930. (*Author:* See No. 294.)

"There have been over one hundred and fifty changes among college and university presidents during the past two years. . . . We can well ask for reasons why such an extensive replacement, involving nearly one-fourth of our colleges, is necessary. Is the position of college president becoming untenable? Are its duties and responsibilities excessive? . . . Is the designation of the job as 'prexy's perilous task' more than a mere verbal figure?" Discusses reasons for the changes, including deaths, retirements, conflicts with boards of trustees, and calls to other positions. For new presidents, discusses their professional backgrounds, personal qualifications, and considerations which led them to enter upon their new work. Superseded to considerable extent by author's more extensive study, No. 297.

296. ———. College Presidents, Old and New. *Assoc. Amer. Coll. Bull.*, 17: 522–527. December 1931. (*Author:* See No. 294.)

Comments on retirement of President John Grier Hibben of Princeton University, after 20 years of service. Finds that only three of 27 universities with membership in the Association of American Universities had longer terms of service for their presidents. Names various men in earlier history with long terms as president. Summarizes material from Thwing's *The College President* (No. 68). Compares with the author's earlier studies in the same field (Nos. 180, 295). A partial duplication of No. 297.

297. ———. The College Presidency Under Scrutiny. *Sch. & Soc.*, 36: 230–235, Aug. 20, 1932. (*Author:* See No. 294.)

"More than 250 changes have occurred in the presidencies of American colleges and universities during the past three years and the number of such changes has been steadily increasing each year. . . . Such a turnover in administrative ranks . . . challenges serious attention." Considers in nonstatistical form four reasons for termination of services—death, ill health, conflicts with trustees, and attractions of business—and also discusses professional experience of new presidents—professional, administrative, theological, business, etc. Reports also various examples of extended tenure, longest being Eliphalet Nott, president of Union College for 62 years from 1802. See also Nos. 294 and 298.

298. ———. Displacement and Replacement: Recent Changes Among College Presidents—Some Observations on the Turnover. *Jour. Higher Educ.*, 3: 83–90, February 1932. (*Author:* See No. 294.)

Covers essentially the same ground as No. 297, but with omission of several paragraphs of that study.

299. ———. Long Term College Presidents. *Assoc. Amer. Coll. Bull.*, 19: 102–103, March 1933. (*Author:* See No. 294.)

"A careful examination of the tenure of office of college presidents reveals that there are no less than 50 college presidents in the country today who are at the present time serving in their second quarter century in the college presidency. Names them, but without giving their institutional connections, except in a few cases. For better list, with more information concerning them, see No. 300.

300. ———. Long Term College Presidents. *Sch. & Soc.*, 37: 755–757, June 10, 1933. (*Author:* See No. 294.)

A fuller report of the information given in No. 299. Gives names of the 50 individuals, with institutional connections, and dates of service as presidents. Comments especially on W. J. Boone, College of Idaho; J. H. Apple, Hood College, Maryland; S. B. L. Penrose, Whitman College, Washington; and E. D. Warfield, Wilson College, Pennsylvania.

301. Selden, William Kirkpatrick, 1911– . How Long Is a College President? *Lib. Educ.*, 46: 5–15, March 1960. (*Author:* Executive Secretary, National Commission on Accrediting, Washington, D.C.; formerly President, Illinois College.)

Based upon questionnaire returns from more than 1,000 presidents of degree-granting colleges and universities. The most comprehensive study made of average tenure of college presidents, disproving the frequently repeated "myth" that average is only 4 years. "Probably the most interesting statistic derived from this study shows that the average length of service of the *current* presidents in office at all types of colleges and universities is 8.1 years—twice the assumed or mythical four-year average for completed terms of office. . . . For the colleges and universities founded before 1900 the average . . . is 10.1 years." Gives detailed tabulations for institutions according to type, control, size, type of student body, and geographical region. Also lists more than 50 presidents with terms of more than 25 years each. Longest was Eliphalet Nott, president of Union College, New York, for 62 years, until his death in 1866 at age of 93. Also makes comparisons of tenure of college presidents with that of 1700 corporation officials, finding "there is relatively little difference in average length of service between these two groups of current executives."

302. Snavely, Guy Everett, 1881– . The Continuing College President. *Sch. & Soc.*, 61: 154, Mar. 10, 1945. Same in *Assoc. Amer. Coll. Bull.*, 31: 122–123, March 1945. (*Author:* Executive Director, Association of American Colleges, New York City; President, Birmingham-Southern College, Alabama, 1921–38.)

"Three hundred and forty of our 600 member colleges have changed presidents during the seven and one half years that I have been Executive Director. . . . The average term of office is 12½ years. This average is about twice as large as the findings of a similar report made some 20 years ago." (See Palmer studies, Nos. 294–300.) Names 18 who have served from 30 to 47 years each. "The records would indicate that those who came into the presidency from other professions than from college faculties are most likely to have the shorter term of office."

303. Stearns, Robert Lawrence, 1892– . Academic Tenure: From the Viewpoint of Administrators. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 97–103. (*Author:* President, University of Colorado.)

Quotes "Harry Risdon's [perhaps a stenographer's phonographic error for Henry Wriston] classic statement of the qualifications of a successful university president: one who is an educator, has been a scholar, has judgment about finance, speaks continuously in phrases that charm and never offend, takes positions with which no one will disagree, consults everyone and follows all proferred advice, does everything through committees, but with great speed and without error." Comments, "All this reminds us that the average tenure of an American college or university president is approximately four years. So what you have before you is a person talking on the subject of academic tenure who has no tenure. I am one of the few employees of the institution that has less tenure than the football coach." Discusses presidential responsibility for protection of the faculty, but obligations for termination of services when the good of the institution requires it. Conclusion: "In my judgment there has been a little more heat than light on this subject in the past few years."

**304. Upham, Alfred Horatio, 1877–1945. State University Presidents. *Sch. & Soc.*, 37: 686, May 27, 1933. (*Author:* President, Miami University, Ohio.)**

Brief summary of terms of service of 150 presidents of state universities in 40-year period, with average tenure of 9.4 years. Names eight who had served more than 25 years each, longest being President Patterson, University of Kentucky, with record of 45 years. The 50 state university presidents in active service in 1932–33 had served an average of 7.7 years, four of them more than 15 years each, longest being President W. L. Bryan, Indiana University, with 30 years. Names five others with long terms of service.

**305. Watt, W. W. The College President: Conscience of the Campus. *Nation*, 188: 512–515, June 6, 1959. (*Author:* Head, Department of English, Lafayette College, Pennsylvania.)**

Discussion of the alarming rate of turnover in the office of the college president and what this means for the university of the future.

**306. West, Roscoe L., 1892– . *Chairman*. An Investigation of Factors Affecting the Stability of Tenure of Presidents and Faculties of State Teachers Colleges. *In* American Association of Teachers Colleges, *Sixteenth Yearbook*, 1937, p. 124–129. (*Author:* President, State Teachers College, Trenton, New Jersey.)**

Report of study made by Association's Committee on Standards. A letter describing the method of appointment of president and faculty of teachers colleges in New Jersey was sent to teachers colleges and to commissioners of education in 36 states with request to report differences in their procedures. Replies were received from 34 states. Summary presented shows how presidents are appointed; terms of office specified, if any; and constitution of boards of control. Lists 12 typical practices regarding appointments, 11 practices dangerous to stability, and 18 practices making for stability.

**307. ———, *Chairman*. Factors Affecting the Stability of Tenure of Presidents and Faculties of Teachers Colleges. *In* American Association of Teachers Colleges, *Eighteenth Yearbook*, 1939, p. 117–126. (*Author:* See No. 306.)**

Lists 9 "Practices Dangerous to Stability" and 11 "Practices Making for Stability" derived from earlier report (No. 306). Reports results from a questionnaire covering 362 presidents of 127 institutions in 39 states who had terminated their services since 1900. Average length of service, 12 years. Six tables show number of years of service, number of presidents dropped for political reasons, other reasons for termination of services, relation of resignations to size of board of control, and relation of stability to method of selection of president. Conclusions: Presidents of colleges are more insecure than faculty members. Twenty percent were asked to resign. Most of the instability of presidencies are found in a few states.

*See also* Nos. 25, 26, 36, 41, 43, 46, 49, 50, 91, 109, 142, 161, 235, 239, 244, 245, 246, 247, 248, 251, 252, 253, 254, 320, 390, 423, 425, 438, 441, 467, 518, 691.

## 6. Retirement

**308. Committee on Necrology. National Association of State Universities. Annual volumes of *Transactions and Proceedings* contain brief biographical sketches of member presidents who died during the preceding year. In some years given by the Committee on Resolutions.**

**309. Davis, Paul H., 1897– . It May Be Sooner Than You Think: The Right Time to Retire. *Coll. & Univ. Bus.*, 22: 19–20, June 1957. (*Author:* Consultant in Institutional Finance and Public Relations, Los Angeles, California.)**

Discusses various retirement ages for college presidents varying from 60 to 70 years, but favoring 65 or earlier. States that in most colleges "most of the progress is made while the president is under 60." Knows of only three presidents who have willingly retired before reaching 65. Advocates some flexibility if retained beyond 65.

310. Davis, Sheldon Emmor, 1876– . Why I Quit. *Peabody Jour. Educ.*, 24: 78–81, September 1946. (*Author:* President, State Teachers College, Dillon, Montana, until just before writing the article.)

"Though not of consequence, my quitting is meaningful to me, and it merits a few remarks." Discusses seven reasons why he did *not* quit the presidency. "If no one nor all of the foregoing impel me to quit, pray what does? The inescapable fact is that I have had too many birthdays. Every healthy septuagenarian thinks of himself as an exception. . . . The law is the law, and I would not change it, but in closing I advise my readers against birthdays."

311. Greenough, William C. *and* King, Francis P. *Retirement and Insurance Plans in American Colleges.* New York: Columbia University Press, 1959. xiv, 480 p. (*Authors:* (1) President; (2) research officer; both of Teachers Insurance and Annuity Association of America and of College Retirement Equities Fund, New York, N.Y.)

A recent, comprehensive, and authoritative treatment of college planning for retirement benefits, life insurance, health insurance, and disability insurance for college instructional and administrative personnel, including college presidents.

312. Our Ex-Presidents of Universities. *Nation*, 104: 55–56, Jan. 11, 1917.

Comments on volume by President Emeritus W. J. Tucker of Dartmouth College. (See No. 450.) States that retired university presidents "have, to be sure, escaped from local into national politics; but in general they must look upon resignation as a step toward ignominious subsidence into dressing gown and slippers." Discusses various other possibilities, including "larger and freer opportunities" for service to society. "Dr. Tucker is . . . perhaps the first to recognize his work as the fruit of a new and possibly important elderly leisure class."

313. Tucker, William Jewett, 1839–1926. The New Reservation of Time. *Atlantic*, 106: 190-197, August 1910. (*Author:* President Emeritus, Dartmouth College, New Hampshire.)

"So far as I have observed, no attempt has been made to forecast the social effect of the various systems which are being put into operation for the retirement of the individual worker upon the approach of age." Considers the matter, from the personal standpoint, upon his retirement from the presidency at age 70. "Assuming that the intellectual worker remains, upon retirement, in possession of his mental powers, there are at least three inciting moods which may lead him to undertake new work—the reminiscent, the reflective, the creative." Discusses each of these. See No. 314.

314. ———. *The New Reservation of Time, and Other Articles Contributed to the Atlantic Monthly During the Occupancy of the Period Described.* Boston: Houghton, Mifflin Co., 1916. xii, 213 p. (*Author*. See No. 313.)

Includes six articles, reprinted from the *Atlantic Monthly* where they originally appeared from 1910 to 1916. The first one gives the title to the volume. For summary of it, see No. 313. For comments on the volume, see No. 312.

315. The Wretched University President. *Educ. Review*, 45: 210–214, February 1913. (*Author:* Anonymous, under "Notes and News.")

"The Johns Hopkins University has just now published a statement of the action of the Board of Trustees and the Faculty of the University on the occasion of the resignation of President Remsen." Quotes eulogistic statements by Basil L. Gildersleeve, Edward N. Griffin, Harmon N. Morse, James W. Bright, Kirby F. Smith, and J. H. Hollander, all faculty members. Asks: "Is it not time that those who are slandering American academic life should summon sufficient courage to be equally specific in their statements?"

*See also* Nos. 109, 155, 161, 291, 360, 429, 438.

# V. *Duties and Responsibilities*

## 1. General

316. **Adams, Arthur Stanton, 1896– . The University Family. *In* Utah Conference on Higher Education, *Proceedings*, 1951. (Eighth annual meeting.) p. 51–54. (*Author:* President, American Council on Education; former president, University of New Hampshire.)**

"The 'University Family' is a favorite theme of mine. . . . I like to regard it as a family of five members: the board of trustees or regents, the administration, the faculty, the students, and the public." Discusses each of these in turn, their obligations and their opportunities. "The burden of the problems that come to the president's desk for attention is an incredible one." Gives various illustrations.

317. **——— Relationships Between Governing Boards and Administrative Officers of Colleges and Universities. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1952, p. 51–57. (*Author:* See No. 316.)**

"The subject which I have undertaken to discuss today is one which is full of hazards of misunderstanding and dangers of application. . . . The trustees or the regents, the administration, the faculty, the students, and the public all have an interrelationship one with the other, an interrelationship which means in the final analysis *accomplishment*, if it is to be carried on with proper respect for the function of each particular part." Discusses the various responsibilities involved.

318. **Adams, Jesse E., *and* Donovan, Herman Lee, 1887– . The Administration and Organization in American Universities. *Peabody Jour. Educ.*, 22: 328–343, May 1945. (*Authors:* (1) Professor of Education, (2) President; both of University of Kentucky.)**

Chiefly report of questionnaire returns from 62 presidents of "leading universities" on the organization and function of a university senate, university council, faculty committees, or other provisions for faculty participation in university administrative policies. Quotes statement on the duties and responsibilities of the president of the University of Kentucky as stated in a Special Report, approved by the University Board of Trustees, April 6, 1943.

319. **Agnew, Walter Dee, 1873– . *The Administration of Professional Schools for Teachers.* Baltimore: Warwick & York, Inc., 1924. 262 p.**

Doctoral dissertation at Columbia University. "The following chapters, with an historical introduction, present a study of current administrative practices in 30 of these growing institutions in 18 states, with recommendations for their improvement. In securing the data, the presidents or principals of 28 of these institutions were personally interviewed." Chapter 3, "The Chief Executive of the Professional School"; Chapter 4, "The President and His Governing Authority"; Chapter 5, "The President and His Faculty"; Chapter 6, "The Executive and His Students"; Chapter 7, "Guiding Principles—a Summary Chapter." Bibliography, 107 titles. See also No. 320.

320. **———. The Duties of the Normal School President. *Teach. Coll. Record*, 27: 814–824, May 1926. (*Author:* President, Woman's College of Alabama.)**

Taken from the author's doctoral dissertation, No. 319. Discusses duties of the president relating to the faculty, to the student body, to the constituency, personal qualifications of the president, and some compensations for the duties of the president. "More than 10 years ago, the writer, on being called to the presidency of a small college in the Middle West, found that the tenure of the president of that institution had never, except in one instance, been longer than four years, several presidents having resigned at the end of two years and all of them having suffered rather stormy administrations. Upon investigation he discovered that the truble had been due very largely to a misunderstanding of the relative functions and duties of the president and the board of trustees."

321. The American College President. *Nation*, 77: 244, Sept. 24, 1903.

Editorial, critical of excessive emphasis on the president as a money-raiser. "Not long ago an Eastern scholar was called, at a generous salary, to the presidency of a Western university, and, on his arrival, bidden to go out and collect his salary." Conclusion: "No college president should be expected to reinforce the qualities of the promoter with the practices of the sycophant." For comments see No. 322.

322. The American College President. *Nation*, 77: 300, Oct. 15, 1903. (*Author:* "Veritas.")

Comments on No. 321. "In academic circles the opinion is growing that the promoter president should go as soon as possible, not only because he presents a ludicrous spectacle, but also for more serious reasons. It is being felt more and more as an intolerable anomaly that, in the very heart of our democracy, a monarchical institution, such as the college presidency really is, should still exist." Argues vigorously for the German university system. "I am not exaggerating. Hundreds of professors would corroborate my statements if they dared to speak."

323. The American University and the College President. *Science*, 28: 798–799, Dec. 4, 1908.

Quotation of portion of article by David Starr Jordan from *The Independent*. See No. 144.

324. Angell, James Rowland, 1869–1949. *American Education: Addresses and Articles.* New Haven, Conn.: Yale University Press, 1937. v, 282 p. (*Author:* President, Yale University.)

"The essays and addresses in this volume have been written during the 16 years of my service as President of Yale University, and have been selected by me."—Prefatory Note. Includes 23 titles, the first of which is his inaugural address in 1921 (p. 1–11). "Properly and inevitably at such a time we turn our vision forward. . . . I invite your attention to certain considerations bearing upon this unknown future. No thought has been so often brought to my notice by the alumni of Yale as their desire that she should somewhat enlarge her character as a national university." Discusses various phases of this enlargement.

325. As to University Administration. *Science*, 28: 308–309, Sept. 4, 1908.

Quotation from *Springfield Republican* commenting on article in July 1908 issue of *Popular Science Monthly*, "with special reference to recent events at Syracuse, Cincinnati, and in Oklahoma." Concludes that "occasionally a gross and tyrannical abuse of authority reminds the world how far America is behind Germany in the freedom of its university life."

326. Baker, James Hutchins, 1848–1925. University Administrative Problems Outside of Teaching. *In* National Education Association, *Proceedings*, 1910: 537–542. With discussion by James K. Patterson, ex-President, University of Kentucky. (*Author:* President, University of Colorado.)

Address at Department of Higher Education, N.E.A. "It is sometimes humorously suggested that there should be five presidents: an executive president, a literary president, a political and financial president, a religious president, and a social president. Surely a position making such demands is one to which many may feel called, but few wisely chosen." Discusses relation of president to alumni, to board of control, and especially faculty problems which "are more numerous and complicated."

327. Bauer, Ronald C., 1915– . *The Case Method in the Study of College Administration.* New York: 1952. (*Author:* President, Inter-American University, Puerto Rico, since 1955.)

Doctoral dissertation at Teachers College, Columbia University, 1952. See No. 328.

328. ——— *Cases in College Administration: With Suggestions for Their Preparation and Use.* New York: Teachers College, Columbia University, 1955. xi, 213 p. (*Author:* Visiting Lecturer, 1953–55, Institute of Education, University of London, England.)

"This book is the result of several years of sustained interest in and experience with the adaptation of the case method to the study of college administration." (See No. 327.) Comprises 18 well formulated hypothetical cases, covering administrative problems, policy development, student personnel, faculty personnel and interpersonal relations, each accompanied by list of stimulating "questions and suggestions for further study." Two of the cases "The Making of an Administrator," and "The President's Decision," deal especially with the work of a college president. Contains a final section on the collection and preparation of cases.

329. Beard, John L. *A Study of the Duties Performed by College Administrators.* Austin, Texas: 1948.

Unpublished doctoral dissertation at University of Texas, 1948.

330. Beu, Frank Andrew, 1898– . Speaking of Presidents: How Many Are That Way? *Coll. & Univ. Bus.*, 12: 27, June 1952. (*Author:* President, Western Illinois State College.)

States his concept of the presidency based upon "experience with several thousand college presidents over a period of 20 years in all types of institutions."

331. Brandl, Alois. A German View of the American University President. *Review of Reviews*, 36: 110–111, July 1907. (*Author:* "A noted German Anglicist" from University of Strassbourg.)

Discusses the power and influence of the American college president, especially President C. W. Eliot of Harvard University, "the strongest university president in America," who "as a permanent force is more powerful than the President of the Republic himself" and "will be a controlling force in the spiritual life of the nation as long as he lives." Reports in detail on his visit to Harvard and conferences with President Eliot.

332. Brannon, Melvin Amos, 1865–1950. Some Difficulties and Joys of a College President. *Quart. Jour. Univ. North Dakota*, 10: 314–319, April 1920. (*Author:* President, Beloit College, Wisconsin.)

"Unless we know something of the program which must be followed by a college president, we can have no appreciation of the task and cannot evaluate its difficulties and joys. For convenience the field of administration may be divided into the classical number that was applied to Ancient Gaul. The first division is fundamentally economic. The second pertains to building, maintaining, and operating the physical plant. The third deals with the output or educational product." Considers each of these, with greatest emphasis on the third. "Thus far in this brief discussion of college administration the accent has been upon the question of tasks and difficulties, rather than upon joys. The fact is that if one is seeking a sphere which is accented with joy, he should never enter the field of college administration."

333. Britt, Albert, 1874– . Eleven Years a College President. *North Central Assoc. Quart.*, 11: 38–42, July 1936. (*Author:* President, Knox College, Illinois.)

Address before the Commission on Institutions of Higher Learning of the North Central Association, April 23, 1936. "Probably the first lesson that all of us learn in administrative work of this kind is that most of the things that we thought we knew are not true, or that if true, they are true only in part with discounts, alterations, and amendments." Considers the relations of the president to his trustees, faculty, students, and alumni.

334. Brown, J. Douglass, 1898– . Mr. Ruml's Memo: A Wrong Approach to the Right Problem. *Jour. Higher Educ.*, 30: 412–416, November 1959. Same, condensed, *Educ. Digest*, 25: 14–16, February 1960. (*Author:* Dean, Princeton University.)

Comments on No. 451. In general, quite unfavorable, but says: "Mr. Ruml is justifiably disturbed by the easy assumption . . . that a weak president makes a strong faculty. No premise for academic organization could be more misguided or unfortunate. It has been given support by the complementary premise, on the part of some boards of trustees, that the president is a business man riding firm but gentle herd on an interesting aggregation of seals. . . . He is, or should be, the first member of the faculty, and essentially its leader in general educational policy. He is also, or should be, the leader of the board of trustees."

335. Brown, Kenneth Irving, 1896– . The Burden of Creative Leadership. *Jour. Higher Educ.*, 24: 339–344, October 1953. (*Author:* Director, Danforth Foundation, St. Louis, Missouri; ex-president of Hiram College and Denison University, both of Ohio.)

A portion of his book published the following year, No. 336. Discusses responsibilities of presidents' wives for keeping their husbands human and sane. States that "every executive, in his absorption with budgets and supervisory boards and grandiose plans, encounters the danger of losing the feel of people, the care for faces." Stresses especially the obligation of "a religiously committed educator" for "making a concern for character and the interior life a fundamental part of the institution." Discusses also various snares to be avoided. "Perhaps a still more dangerous snare for the creative administrator is the danger of mistaking prominence and noise and shining brass for significance."

336. ———. *Not Minds Alone: Frontiers of Christian Education.* New York: Harper & Bros., 1954. xv, 206 p. (*Author:* See No. 335.)

Chapter 5, "Some Problems of Creative Leadership" (p. 111–139) is "intended to outline the responsibilities of . . . the Christian administrator." Discusses many phases of presidential obligation and opportunities with numerous illustrative anecdotes. For significant quotations, see No. 335. Reviews by E. A. Fitzpatrick, *Assoc. Amer. Coll. Bull.*, 40: 553–556, December 1954; by P. E. Gresham, *Christ. Cent.*, 71: 494, April 21, 1954; and by M. L. Cunninggim, *Christ. Scholar*, 37: 152–154, June 1954.

337. Brumbaugh, Aaron John, 1890– . *Problems in College Administration.* Nashville, Tenn.: Board of Education, Methodist Church, 1956. ix, 49 p. (*Author:* Director of Studies, Southern Regional Education Board, Atlanta, Georgia; former President, Shimer College, Illinois.)

"This book represents the substance of three lectures presented by Dr. A. J. Brumbaugh before the eleventh annual Institute on Higher Education, in Nashville, July 1955."—Note. Second lecture, "Some Problems Within the Scope of the College President" (p. 11–26). "How well a president succeeds will depend in a large measure on how clearly he conceives his functions and his responsibilities. . . . In performing his functions the college president is likely to encounter such perplexing situations as the following: 1. Keeping institutional purposes in focus. . . . 2. Establishing an effective administrative organization. . . . 3. Bringing about change without creating revolt. . . . 4. Protecting and defending the interests of the faculty and staff. . . . 5. Evaluating regularly the effectiveness of the college or university." Bibliography, 13 titles. Review by S. A. Nock, *Coll. & Univ.*, 32: 89–90, No. 1, 1956.

338. Burdens of University Presidents. *Nation*, 87: 483–484, Nov. 19, 1908.

Comments on "the impending retirement of President Eliot" of Harvard University. "Time was, of course, when the president of Harvard, like the heads of our smaller colleges, could variously raise money, manage the funds, oversee expenditures, supervise the faculty, discipline the students, and guide the scholastic policy as well. But when an institution has grown to the size of Harvard, its president really needs a cabinet like that of the President of the United States. And what we say here of Harvard applies, *mutatis mutandis*, to Yale, Columbia, Cornell, Michigan, Chicago, and, indeed, all of our larger universities." Deplores lack of closer relations of the modern university president with both students and faculty members.

339. Canfield, James Hulme, 1847–1909. On the Decay of Academic Courage and Such Like. *Educ. Review*, 33: 1–10, January 1907. (*Author:* President, Ohio State University; formerly Chancellor, University of Nebraska.)

"The peculiar change in education which has attracted most, and perhaps most unpleasant, attention seems to be that which has come in the duties, responsibilities, and powers of the college or university president. Much has been written and spoken about the 'autocracy' of the present regime. . . . It is somewhat difficult to write frankly of these things, because of the absolute sincerity of the objectors." States that "the duties of every college executive naturally fall under three heads: (1) He is a direct messenger of the institution to the outside world. . . . (2) He is the father of a great educational family. . . . (3) He must have sufficient information and breadth of outlook to understand and appreciate the work of each department." Conclusion: "As a rule the presidents of those American colleges and universities which with any accuracy can be called representative, are well-equipped, well-chosen gentlemen, serving faithfully, intelligently, modestly, and successfully the institutions over which they preside."

340. Capen, Samuel Paul, 1878–1956. The Relation of the State College to the New Movements in Education. *Educ. Record*, 11: 12–23, January 1930. Condensed in *AAUP Bull.* 16: 537–541, November 1930. (*Author:* Chancellor, University of Buffalo, New York.)

Address at inauguration of George A. Works as president of Connecticut State College, Nov. 8, 1929. "A president is a strange and uncertain form of life. . . . Like every other species, they exhibit enormous individual variations. The variations are not infinite because the species is so small. . . . There are those who are learned in the craft and those who . . . are quite ignorant of education. . . . I suspect the president of a former day had these dominating characteristics more commonly than those of the present." Gives historical reasons for his belief. Continues to discuss the place of the land-grant college, especially in New England, in modern education.

341. ———. *The Management of Universities.* (Edited by Oscar A. Silverman for the Council of the University of

Buffalo.) Buffalo, N.Y.: Foster & Stewart Publishing Corporation, 1953. xii, 287 p. (*Author:* Chancellor Emeritus, University of Buffalo; Chancellor, 1922–1950.)

A memorial volume commemorating Dr. Capen's 75th birthday. "The materials which make up this volume have been selected—chiefly by Mr. Capen—from a considerable body of papers and speeches on education written or delivered in the past 40 years." Contains 23 contributions covering many phases of university administration, including two on special aspects of the presidency, "The President's Chief Preoccupation," and "Presidents Now and Then."

342. CARMAN, HARRY JAMES, 1884– . The Challenge Ahead in College Administration. *Assoc. Amer. Coll. Bull.* 36: 244–256, May 1950. (*Author:* Dean, Columbia College, Columbia University.)

Address at inauguration of Clarence C. Stoughton as president of Wittenberg College, Ohio, October 21, 1949. Discusses nine major challenges facing college presidents: 1. Definition of aims or objectives of his institution. 2. "More or less constant inventory of himself." 3. Selection and retention of staff. 4. Faculty-administration relationships. 5. Size and choice of student body. 6. Curriculum—general education versus specialization. 7. Obtaining adequate financial resources. 8. Relations with community—local, state, national, international. 9. Protection of an atmosphere of freedom.

343. CARMICHAEL, OLIVER CROMWELL, 1891– . *The Inauguration of Oliver C. Carmichael as Chancellor of Vanderbilt University, and a Symposium on Higher Education in the South.* Nashville, Tenn.: Vanderbilt University, 1938. vii, 289 p. (*Author:* Chancellor, Vanderbilt University, Tennessee; later, President, University of Alabama.)

Inaugural address, p. 33–40. "In the development of any great educational program on a university campus or in a region there is one absolute essential—a spirit of cooperation. It has long been regarded that faculty, students, administration, and alumni must work in harmony if success is to crown their efforts. . . . I trust that every resource of this University will be dedicated to the encouragement of the cooperative spirit. . . . I accept the challenge of the task to which you have called me and pledge every energy of mind and heart to meet it with courage and determination."

344. CHAMBERS, MERRITT MADISON, 1899– . University Presidents in Court. *Assoc. Amer. Coll. Bull.*, 32: 280–286, May 1946. (*Author:* Assistant Director, Commission on Implications of Armed Forces Program, American Council on Education, Washington, D.C.)

"The period of World War II saw at least half a dozen litigated controversies concerning university presidents adjudicated in the higher courts. The facts and the judicial opinions clarify somewhat the position of the President." Summarizes the state university president in a Federal job, at University of Wisconsin; salaries in Kentucky state institutions; authority of a board to act regarding a president, at Rhode Island State College; privileged communication of the president, at University of Oklahoma; rights of a local property owner as against the president, at Wilberforce University, Ohio; and authority of the president as fiscal agent, at Louisiana State University.

345. ———. *The Colleges and the Courts, 1941–45: Recent Judicial Decisions Regarding Higher Education in the United States.* New York: Carnegie Foundation for the Advancement of Teaching, 1946. (*Author:* See No. 344.)

Chapter 5, "The President of the Institution" (p. 27–33) discusses a half dozen cases, already listed in No. 344. Comment: "The foregoing cases serve to put some fresh paint on the signposts along the boundaries of the status and powers of state university presidents." For first volume in this series, see No. 269.

346. CLARK, T. C. Conditions of Work for College Faculty and Administrators. *NEA Jour.*, 48: 59–61, October 1959. (*Author:* Associate Executive Secretary, Association for Higher Education, Washington, D.C.)

"For the past year an AHE [Association for Higher Education] research team has been taking an intensive look at . . . working conditions of college faculty and administrators." Based in part on questionnaires to "faculty and administrators across the nation," and on personal interviews with many presidents and other officials. "The seminar with college presidents revealed that they are overburdened with responsibilities. They live in a goldfish bowl with little privacy . . . they have little time for the educational role of the presidency . . . and the profession needs to give more attention to the development of college administrators."

347. Colwell, Ernest Cadman, 1901– . Ten Commandments for College Presidents. *Sch. & Soc.*, 74: 107–108, Aug. 18, 1951. Reprinted in *Christ. Educ.*, 34: 321–322, Dec. 1951. (*Author:* Former President, University of Chicago.)

Included in keynote address at eighth annual Institute of Higher Education, Nashville, Tennessee, July 24–26, 1951. Samples: First, "Thou shalt not be afraid; neither of the alumni, nor of the Board, nor of anything that is in the Heavens above, or the Earth beneath, or the Waters under the Earth . . ." Second, "Thou shalt not kill the intellectual curiosity of either students or teacher by substituting empty routines for the excitement of learning." Tenth, "Thou shalt honor sound learning and attack shoddiness and pretension that thy name may be remembered in the company of learned men."

348. Cowley, William Harold, 1899– . The College President as a Leader. *Assoc Amer. Coll. Bull.*, 25: 546–551, December 1939. (*Author:* President, Hamilton College, New York.)

Address delivered at induction of Harry J. Arnold as president of Hartwick College, Oneonta, New York, October 21, 1939. "Above all else a college president, it seems to me, must be a leader. He must lead his students, his faculty, and his board. . . . He and his associates must follow three democratic principles of administration: 1, the board of trustees must be democratic and not dictatorial, 2, the faculty must have freedom of speech on academic policies, and 3, the students must have practice in the democratic management of their own affairs."

349. ——— The Government and Administration of Higher Education: Whence and Whither? *Amer. Assoc. Coll. Reg. Jour.*, 22, 477–491, July 1947. (*Author:* Professor of Higher Education, Stanford University.)

Chiefly a historical discussion of the place of the general public, the alumni, the faculty, and the students in the government of higher education. Four pages (484–488) devoted to "the exciting status of the presidency." Beginning with President Charles W. Eliot at Harvard University in 1869, traces development of various forms of organization in large universities and in smaller colleges to relieve the president of many details of administration and to give him more time for major policy and development.

350. ———. What Does a College President Do? *Improv. Coll. & Univ. Teach.*, 4: 27–32, Spring 1956. Extracts in *Coll. Pub. Rel. Quart.*, 7: 6–10, April 1956. (*Author:* See No. 348.)

Address at inauguration of new president of Oregon College of Education. After a historical treatment of the presidency, especially in France, Germany, and Great Britain, considers the president's functions under headings of superintendence, facilitation, development, and leadership in policy making.

351. Crabb, Alfred Leland, 1884– . The School for Executives (June 15–27, 1942). *Peabody Jour. Educ.*, 20: 4–9, July 1942. (*Author:* Faculty member, George Peabody College for Teachers.)

Very light and informal personal account of some of the features connected with the school held at Clear Lake, Michigan, attended for 2 weeks by 82 presidents of teachers colleges. For professional report of same school, see No. 353.

352. Dana, Ellis Huntington. Modern College Administration: For These Crucial Times Administrators Need to Make a More Thorough Study of Modern Administrative Theories and Techniques to Assure a More Effective College Administration. *Educ.*, 66: 139–151, November 1945. (*Author:* Special Assistant to the President, Simmons College, Massachusetts.)

Principal topics considered: Early college executives, administrative officers today, educator and executive, main job of a president, progressive yet conservative, as a group leader, in the public interest, relations with constituents, and council methods and operations. In conclusion, states briefly 12 "things that a college president should be or have."

353. Davis, Helen Edna, 1898– . *The School for Executives.* Washington: American Council on Education, 1942. v, 218 p. With foreword by Karl W. Bigelow. (*Author:* Staff member, Commission on Teacher Education, American Council on Education, Washington, D.C.)

General report of meetings held June 15–26, 1942, at Clear Lake, Mich., attended by 132 educational leaders, chiefly 86 administrative officers of American teachers colleges in 38 states, under auspices of the American Association of Teachers Colleges. Reports papers and discussions with evaluation of outcomes. "There can be no doubt about the exceptional success of the school for executives." See also No. 351.

354. **Day, Edmund Ezra, 1883–1951.** Inaugural Address. *Sch. & Soc.*, 46: 486–493, Oct. 16, 1937. Also in *Proceedings and Addresses at the Inauguration of Edmund Ezra Day, Fifth President of Cornell University*, Ithaca, N.Y.: 1937. (*Author:* President, Cornell University, N.Y.)

"It is reasonable to expect an incoming university or college president to bring into the open at the outset some of his more firmly set attitudes and ideas—not to mention attachments and prejudices." Gives an extended quotation from address by Cornell's first president, Andrew D. White, at the opening of the University 69 years earlier, and discusses the ideas therein expressed as broadened and modified by conditions which have developed in the intervening years. Points out certain defects and plans for improvements.

355. ———. The Role of Administration in Higher Education: The Obligations of the President. *Jour. Higher Educ.*, 17: 339–343, October 1946. (*Author:* See No. 354.)

Address at inauguration of President Morrill, University of Minnesota. Discusses major responsibilities of the university president—to add to the institution's resources, to carry on the institution's public relations, to mediate within the institution, to identify and express the general philosophy for which the institution stands. "If the analysis I have presented is accepted, it is clear enough that the qualities requisite in the academic administration are exacting indeed. . . . It is not surprising that the job of college and university president has been described from time to time as an impossible one."

356. **Deibler, Frederick, 1876– .** The Determination of Policy under the Present Form of Collegiate and University Government. *AAUP Bull.*, 28: 32–45, February 1942. (*Author:* Professor, Northwestern University, Illinois.)

Presidential address at annual meeting of the American Association of University Professors, Chicago, December 27, 1947. Considers various types of presidents and their influence on university policy (p. 38–40). Comments on frequent change in attitude when a college professor becomes a college president. Quotes approvingly Henry M. Wriston: "College administrators are human, and they hold power. Wherever humans hold power, there is a temptation to tyranny; and where there is temptation, there is yielding."

357. **Deller, Edwin.** *Universities in the United States: Some Impressions.* London: University of London Press, Ltd., 1927. 46 p. (*Author:* Academic Registrar, University of London, England.)

"During the months of February, March, and April, 1926, I was the guest of the Laura Spelman Rockefeller Memorial in the United States. The object of the Memorial, in extending their invitation, was to give me the opportunity of visiting some of the principal universities in America, and to meet, for quiet informal discussions, men concerned with university education." Discusses informally and frankly many aspects of American higher education from the British viewpoint. "The outstanding figure in American University administration is, of course, the President. . . . The University President has become, with the vast growth in the size and activities of the Universities, one of the most powerful and conspicuous figures in American life. The University President is often the most prominent personage in the State—the Governor not excepted—and he may hold high political office. . . . Inside the University he occupies a position which is without a real parallel in an English University and which it is not easy for an English visitor at first to comprehend. . . . He leads, and he is expected to lead." Discusses the limitations of the president, resulting from size of the large American university, in not being able to become acquainted with his students or even with many of his faculty.

358. Despotism in College Administration. *Nation*, 70: 317–318, June 1900. (*Author:* "A Professor.")

Discussion of "Perplexities of a College President" (See No. 443.) "No more mischievous attempt to lower the high ideal of what a college should be which college men have been wont to cherish, have I ever seen. The article, to be sure, has its merits . . . but the good that it contains is almost wholly nullified by the evil, by the vicious reasoning which it exhibits, and by the tone of sordid commercialism which pervades it." Discusses the essential differences between a commercial organization and an educational institution.

359. **Dodds, Harold Willis, 1889– .** Comment from the United States. *Univ. Quart.*, 8: 140–146, February 1954. (*Author:* President, Princeton University.)

"I shall try to report, as accurately as I can, the composite impression of ten heads of American universities who as representatives of the Association of American Universities had the good fortune to attend as invited guests the seventh quinquennial congress of the Association of Universities of the British Commonwealth at Durham and Cambridge last July. . . . All of us agree that the summer gave us a better understanding of the educational philosophy and objectives of our professional colleagues across the Atlantic. . . . We venture to think that some myths on both sides were dissolved. . . . British universities . . . do very well without presidents in the American sense; although some American representatives concluded that the difference between the post of an American president and that of a provincial vice-chancellor or Scottish principal was not as great in fact as in form, it must be confessed that to an average American President, Oxford and Cambridge seem to be better designed for obstruction than for action. On the other hand, to an Englishman, the government of an American university naturally appears to be an administrative dictatorship."

**360. ———. Some Random Thoughts on the University Presidency. *In* Southern University Conference, *Proceedings*, 1958, p. 50–57. (*Author:* President Emeritus, Princeton University.)**

Discusses informally some of the problems of the college president, factors which differentiate him from the business executive, and responsibilities for interpretation of his institution to the public. "Many presidents contrive to live and stay on to a good age and finally retire with honor and respect. From this fact all university presidents or prospective presidents may derive a considerable degree of honest comfort."

**361. DONOVAN, HERMAN LEE, 1887– . A Day's Work of a College President. *Peabody Jour. Educ.*, 14: 284–286, May 1937. (*Author:* President, Eastern Kentucky Teachers College.)**

A detailed recital of a day's activities from 7:00 a.m. to 10:15 p.m. "There is a great variation from day to day in the number and character of the interviews. . . . I sometimes feel that I am not a thinking executive, but a robot mechanically shouting No! No!! No!!! . . . There are periods of time in which I am in retirement when nobody but my wife and secretary know where I am. It is at such times that I do my most constructive work for the College."

**362. ———. What Is the Essential Nature of a Teachers College Administrative Staff? *In* National Education Association, *Proceedings*, 1938, p. 308–320; Same, with discussion, American Association of Teachers Colleges, *17th Yearbook*, 1938, p. 36–51. (*Author:* See No. 361.)**

"The most important problem in the administration of a college is a clear understanding of the proper relations that should exist between the board of trustees, the president, the faculty, and the students." Presents an organization chart and discusses functions of the officers provided for in it, devoting four pages to the president. "The position of the president is essentially that of leadership. . . . His most important act probably is the selection of his faculty. . . . The president of a modern college is more of a business man than an educator. . . . The manner in which the college president disposes of the minor problems of his office determines to a large degree the morale of the college. . . . The one responsibility of a college president which demands more vision and statesmanship than any other of his duties is the charting of a program for his institution."

**363. ———. Changing Conceptions of the College Presidency. *Assoc. Amer. Coll. Bull.*, 43: 40–52, March 1957. (*Author:* President, University of Kentucky.)**

Based in part on "the study of about two hundred biographies and autobiographies of college presidents, some of whom presided over their institutions as far back as the seventeenth century." States that "I shall endeavor to lend this paper dramatic force by using for illustration two administrative eras of Yale separated by approximately a century—the period of Timothy Dwight (1795–1817), and that of Arthur Twining Hadley (1899–1921). These two presidents, it seems to me, represent the foremost ideas in college administration, each in the period of his own time." Discusses their administrations and the significance of them extensively. Also more briefly some of the contributions of Chancellor Kirkland of Vanderbilt, Jordan of Stanford, Harper of Chicago, Wilson of Princeton, Eliot of Harvard, Snyder of Wofford, McCracken of Vassar. Gives one of the modern characterizations of a college president as "A Geiger counter in search of academic uranium." Conclusion: "The presidency in Dwight's time was one man who did everything necessary to run his college. Today the presidency is many men under a leader called the president. . . . This is the changing conception of the office over a period of three centuries since it was first established."

**364. ———. *Keeping the University Free and Growing.* Lexington: University of Kentucky Press, 1959. xi, 162 p. Extract, "The Vanishing University Trustee," in *Peabody Jour. Educ.*, 36: 259–**

263, March 1959. (*Author:* President Emeritus, University of Kentucky.)

"Designed to summarize the principal activities, achievements, and problems of the University during the years of my administration from 1941 to 1956. Not all the achievements of the University during this period, nor all the problems, are discussed. The problems considered are those that offered the greatest challenge to the President and his colleagues. . . . The reader must not regard this book as an autobiography, though it necessarily contains some autobiographical material. . . . The book is primarily a report on the major problems that one college president encountered, how squarely he faced them, and how he tried to solve them." Appendix (p. 145–155), "Reading Assignment for College Presidents." Introductory to 4 lists of books, President Donovan says: "In response to many requests that I make available the titles of autobiographies and biographies of college and university presidents that I have collected over a period of three decades, I am glad to publish these lists. I am adding the histories of a few institutions of higher education, since most of such histories contain brief biographical sketches of their presidents." Lists: Autobiographical, 38 titles; biographical, 54 titles; historical, 34 titles; inspirational, 27 titles. Review, *Peabody Jour. Educ.*, 36: 218–219, Jan. 1959.

365. DOUGLASS, PAUL FRANKLIN, 1904– . *Six Upon the World: Toward an American Culture for an Industrial World.* Boston: Little, Brown & Co., 1954, 443 p. Extract, "Conant's Conception of University Administration," in *Jour. Higher Educ.*, 25: 59–64, 112–113, February 1954. (*Author:* Former President, American University, D.C.; and legal counsel, Republic of Korea.)

Sketches lives and contributions of six men, including James B. Conant, President Emeritus of Harvard University (p. 325–409). Other five men are not educators. *Jour. Higher Educ.* article states and discusses four basic administrative principles which President Conant established and six aspects of the Harvard personnel policy "as it took shape in 1942." Asserts that "the heavy duties of scientific warfare did not deter Conant from pressing his design of promoting intellectual activity at Harvard." Review by O. Tead, *Jour., Higher Educ.*, 26: 392–393, Oct. 1955.

366. DRAPER, ANDREW SLOAN, 1848–1913. Government in American Universities. *Educ. Review*, 28: 228–239, October 1904. (*Author:* President, University of Illinois.)

Presidential address at North Central Association of Colleges and Secondary Schools, Chicago, March 25, 1904. "The authority which is decisive in a university is the board of trustees. . . . The officer with the largest opportunities is the president. . . . He gets both the most commendation and the most abuse. . . . His office is encompassed with great perplexities, and he will suffer more than he can tell." Quotes *in extenso* the statutes of the University of Illinois and the regulations of the Board of Trustees of Johns Hopkins University, stating the functions and duties of the university president.

367. ———. The University Presidency, *Atlantic*, 97: 34–43, January 1906. (*Author:* Commissioner of Education, New York.)

"There are at least four features which distinguish university work in America and exercise a decisive influence upon the form of government in American universities." States and discusses them. "The responsible authorities in the management of a university are the trustees, the president, and the faculty." Discusses the responsibilities and limitations of each. "The business of the university faculties is teaching. It is not legislation and it is not administration. . . . Perhaps the president cannot deal with all directly, but that is no reason why he should not go as far as he may." Conclusion: "In a word, the president of an American university is bound to be not only one of the most profound scholars, but quite as much one of the very great, all-around men of his generation."

368. ———. Weaknesses in American Universities. *Educ. Review*, 43: 217–235, March 1912. (*Author:* See No. 367.)

Discusses various weaknesses, and concludes: "If these structural weaknesses are cured, it will be upon the initiative and under the leadership of their presidents. The office of president, as we know its attributes, is peculiar to American universities; like the lay board of trustees, it is unknown in other universities. It has grown out of the very necessities of our half-popular and half-professional, half-lay and half-scholastic, scheme of university government. . . . No university in America has ever developed strong colleges and departments . . . without having had at least one great president."

369. DUGGAN, STEPHEN P. Present Tendencies in College Administration. *Sch. & Soc.*, 4: 229–235, Aug. 12, 1916. (*Author:* Professor of Education, College of the City of New York.)

Summarizes extensively W. T. Foster's reports on visits to 105 colleges and universities and judgment that two-thirds of their presidents are unsuccessful (see No. 377.). Outlines several recent changes in administrative patterns and practices. Conclusion: "It must be evident from all that has been stated that the position of the president is almost everywhere becoming less autocratic either as a result of legislation or of practice."

370. DUNIWAY, CLYDE AUGUSTUS, 1866–1944. The Functions and Limitations of the President. *In* National Education Association, *Proceedings*, 1913, p. 507–510. (*Author:* President, University of Wyoming.)

"This paper is meant to be a condensed statement of certain practical working principles which seem most useful in our present-day state universities." Views the "activities of the president on the basis of the parties with whom he must deal. He must act for and with a board of trustees, by whatever name they are called. He must work with his colleagues of the faculty. He must deal with students and the student body. He must be an institutional representative before the country." Discusses each of these aspects.

371. ELIOT, CHARLES WILLIAM, 1834–1926. The University President in the American Commonwealth. *Educ. Review*, 42: 433–449, December 1911. (*Author:* President Emeritus, Harvard University.)

"A lively discussion has recently taken place about the proper functions of the American university president, an educational officer unknown in other countries, who has developed in the United States during the past hundred years. . . . He is an official very different from the rector of a German university, the head of an English college, or the principal of a Scotch university." Presents and discusses answers to the question: "Have the powers and functions been developed during the past fifty years to a degree which threatens academic freedom, and the independence, public spirit, and self-respect of university teachers?" Considerers the president's duties, his relations to trustees or regents; selection of faculty; promotions, resignations, retirements, and removals; and financial questions. States that "In this country some misconceptions prevail in even the educated public concerning both the university professor and the university president." States and discusses some of these. Conclusion: "The work of a good university president is selective, consultative, and cooperative."

372. EMME, EARLE EDWARD, 1891– . What Deans and College Presidents Might Do. *Jour. Higher Educ.*, 17: 265–267, May 1946. (*Author:* Dean, Dakota Wesleyan University, South Dakota.)

Summarizes results for a group of 21 of the 63 educators attending North Central Association Workshop on Higher Education at University of Chicago, August 1945. States 11 "administrative principles in effective college functioning" agreed to by all participants after extensive discussion. Also lists 22 duties of the dean.

373. FIDDES, EDWARD, 1864–1942. *American Universities: A Lecture Delivered at the University of Manchester on 16th November 1925.* Manchester, England: The University Press; London, New York, etc.: Longmans Green & Co., ltd., 1925. 34 p. (Manchester University Lectures, No. 25.) (*Author:* Senior Pro-Vice-Chancellor, University of Manchester, England.)

Discusses powers, responsibilities, advantages, and disadvantages of the American university presidency (p. 10–11). "For practical purposes, power rests in the hands of an academic official, the University President. . . . The system has its advantages and its disadvantages. It renders prompt action possible. . . . But there is a reverse side. It is not good that the advancement of the university staff should depend on the judgment of any one man, however fair-minded and able he may be."

374. FIELDS, RALPH R. *and* PIKE, ARTHUR H. Community College Problems. *Teach. Coll. Record*, 51: 528–536, May 1950. (*Authors:* (1) Professor of Education; (2) graduate student; both of Teachers College, Columbia University.)

Report of a conference at Teachers College, March 30–April 1, 1950, attended by 85 registered participants. One of the purposes was "to define the work of community college administrators," discussion of which is summarized rather fully.

375. FITE, DANIEL HARLEY, 1902– . The College President and the Church. *Peabody Jour. Educ.*, 26: 268–271, March 1949. (*Author:* President, Carson-Newman College, Tennessee.)

"The relationship which should exist between the college and the church is that of two great institutions whose energies and programs are dedicated to a common cause.

The relationship which the president of a college should have to the church is that of leader of one of those great institutions. . . . If the college president and the ministers were to realize their joint responsibility for the students' religious life it would obviate many difficulties." Quotes President Hauck of University of Maine, President Lewis of Lafayette College, and President Cody of University of Toronto.

376. Fitzpatrick, Edward Augustus, 1884–1960. His Magnificence: The Rector of the German University. *Sch. & Soc.*, 75: 161–164, Mar. 15, 1952. (*Author:* President, Mount Mary College, Wisconsin.

"The following statement was a by-product of the author's study of 'American Studies in German Universities' in Germany, as a representative of the U.S. Department of State." Discusses the organs and purpose of the German university, the report on the university reform (with comments on the rector's office), the rectors' conference, the origin of the office, the election of the rector, reorganization under consideration, and the business management of the university. "The number of duties which the rector must necessarily handle must interfere somewhat with his regular duties, but, for the prestige and the special opportunities of influencing university policy or presenting it to the public, he is willing to make the sacrifice."

377. Foster, William Trufant, 1879–1950. The College Presidency. *Science*, 37: 653–658, May 2, 1913. (*Author:* President, Reed College, Oregon.)

Based upon visits to 105 colleges and universities in 29 states. Considers that in 51 of these he became sufficiently acquainted "to form judgments concerning the success of their presidents in meeting the expectations of those whom they served." States that "Of the 51 presidents, 34 appear to be unsatisfactory. I mean that a majority of the faculty, students, and alumni of 34 institutions *appear* to be in favor of a new president. . . . If I were to class as failures those who had proved unequal to one or more of the obligations usually attached to the office, there would remain in the successful group scarcely a score." Lists the obligations which "we expect of the American college president." These obligations he gives as scholar, teaching, supervisor of teaching, business management, raising funds, social obligations, public speaking, leadership. "So far as I know, there is not even a course in higher education given in any college or university in America. . . . When we consider the administration of higher education of sufficient importance, we shall make provision for trained leadership. Meanwhile, let us be charitable."

378. Fox, Dixon Ryan, 1887–1945. University Presidency in the Nineteen Forties. *Assoc. Amer. Coll. Bull.*, 28: 229–237, May 1942. (*Author:* President, Union College, New York.)

Address at inauguration of Robert L. Johnson as president of Temple University, Pennsylvania, December 4, 1941. "The president who merely presides and administers—who merely keeps the machinery going efficiently—will have abundant calls upon his time and energies; he will do an honest day's work. But the president who attempts to realize the expectation of leadership . . . will have to do indescribably more. . . . The first year will be pleasant for everybody. It will be a year of faith, hope, and charity. . . . The confidence, or at least the patience, of the first year will decline a bit in the second, but not dangerously. The test will come in the third year. Fruits will be expected by that time."

379. Froman, Lewis A., 1906– . "Communication Skills" of College Faculties. *Educ. Record*, 35: 257–260, October 1954. (*Author:* President, Russell Sage College, New York.)

Criticises the excessive use of technical terms by sociologists, economists, psychologists, and others in presenting their findings to the public. "The professional educator, of which the college president certainly is one (or should be one), has also succumbed to the pitfall of using specialized terminology in explaining his objectives and programs." Gives several striking examples.

380. Glenny, Lyman A. *Autonomy of Public Colleges: The Challenge of Coordination.* New York: McGraw-Hill Book Co., Inc., 1959. xix, 325 p. (*Author:* Professor of Government, Sacramento State College, Calif.)

Contains frequent considerations of functions of the president in various types of institutions.

381. Gross, John Owen, 1894– . Ten Ifs for New College Presidents. *Christ. Educ.*, 27: 20–24, December 1943. (*Author:* Secretary, Department of Educational Institutions, Board of Education, Methodist Church, Nashville, Tennessee. Former President, Simpson College, Iowa.)

"I asked several college presidents and some former presidents who are now bishops of the Church this question: 'If you were beginning your work now as a college president, in the light of your experience in that office, what would you do?' Here are some answers; I have given them just as they were sent to me." Gives 10 stimulating quotations stressing various aspects of the work of the presidency.

382. ———. Personnel Responsibilities of the College President. *Trustee*, Vol. 4, p. 2. January 1950. (*Author:* See No. 381.)

Not available for examination. "Splendid article"—*Assoc. of Amer. Coll. Bull.*, 37: 266, May 1951.

383. Hall, Granville Stanley, 1846–1924. Contemporary University Problems. *Science*, 40: 727–736, Sept. 20, 1914. (*Author:* President, Clark University, Massachusetts.)

Address at 25th anniversary of Clark University. Chiefly concerned with early history of the University, but also considers the presidency both of large universities and of small ones like Clark. "In the old days the college president, though he usually taught, was supreme and autocratic, and as leading institutions grew and he ceased to teach, the concentration of power in his hands became altogether excessive. The foundation of new institutions, the Hopkins, and a little later Stanford and Chicago, greatly augmented his power under our system. . . . Abundant instances of arrogance and arbitrary, if not usurped, power were collected. . . . So far I submit to you and to my colleagues that Clark University, not through any wisdom or virtue of its president, although perhaps a little through the fact that he is a teacher and does not spend all of his time in organizing, but owing to its small size, its unprecedented absence of rules, its utterly untrammeled academic freedom, is today in a position to lead and not to follow in the wake of this movement. No one here wants autocratic personal power."

384. Hall, William W., Jr., 1903– . *The Small College Talks Back: An Intimate Appraisal.* New York: Richard R. Smith, Publisher, Inc., 1951. 214 p. With Foreword by Henry Sloane Coffin. (*Author:* President, Westminster College, Missouri; former President, College of Idaho.)

Based on experiences at College of Idaho. "The author tells the story of his 9 years as a president with a surprising candor and in racy speech. The book reads like a novel and compels attention throughout. . . . With penetrating insight he passes in review financial support, competitive athletics, public relations, the church connection, and, above all, the distinctive function of the liberal arts college. He is frankly autobiographical without being in the least immodest. He has a delightful humor: his analysis of trustees, for example, is a literary gem."—Foreword. Reviews by V. E. Richardson, Jr., *Christ. Cent.*, 68: 401+, March 28, 1951; and by P. S. Havens, *Assoc. Amer. Coll. Bull.*, 37: 298, May 1951.

385. Hamilton, Thomas Hale, 1914– . The College Administrator Revisited. *AAUP Bull.*, 35: 691–698, Winter 1949. (*Author:* Faculty member, Pennsylvania College for Women.)

Address at Alleghany College Chapter of the American Association of University Professors, November 15, 1948. "It seems likely that until college administrators rid themselves of irrelevant activities and return to their proper function, higher education will find it difficult to avoid being equally irrelevant and purposeless." Claims that they should abandon "busy work, which in the mind neither of God nor man can possibly be related to the institution's objectives." Gives various examples of nonessential activities and stresses the importance of educational leadership on the part of the administrator.

386. Harmon, Henry Gadd, 1901– . Effective Organization of the President's Office for University Service. In *The Administration of Higher Institutions Under Changing Conditions.* Chicago; University of Chicago Press, 1947. (Proceedings of the Institute for Administrative Officers of Higher Institutions, 1947), p. 27–39. (*Author:* President, Drake University, Iowa.)

Outlines the responsibilities of the president for internal administration, program development, promotion, and educational interpretation. The latter is characterized as "the most important and the most neglected aspect of the work of the president's office."

387. Harris, Abram Winegardner, 1858–1935. The Best Manner in Which the Executive of a College Can Employ Time and Put Forth Effort: Work on the Campus. *Assoc. Amer. Coll. Bull.*, 1: 77–83. Jan. 14–16, 1915. (*Author:* President, Northwestern University, Illinois.)

"I will attempt very briefly to mention some but not all of the things which it seems to me a president or dean ought to do in relation to the internal administration of a college." Covers problems of coeducation, financial responsibility, physical property, discipline, good educational conditions, scholarship, selection and development of faculty.

388. Harris, Arthur S., Jr. Reflections of a Departing Instructor: Comments on the Foibles of College Officers and Students. *Jour. Higher Educ.*, 25: 65–70, 111, February 1954. (*Author:* One who "has reluctantly left college teaching for more lucrative employment.")

A discussion of present-day president's quandary of too much to do and too many responsibilities. "Today's typical university president, seen from a distance, appears to be less of an educator or scholar and more of a corporation manager. . . . Seeing a college president and his wife at one of their teas when faculty members F to L have been dutifully invited, one cannot but feel genuinely sorry for them. . . . Possibly it is true that a college president is a public man and not a private one. If that is so, then possibly it is time for more colleges to split responsibilities." Advocates that the president should "find the time to teach an occasional course. There will be those who argue that this is a waste of his talent, an insult to his dignity. But the president of America's oldest college taught chemistry a few summers ago."

389. Hawkins, Hugh D. Three University Presidents Testify. *Amer. Quart.*, 11: 99–119, Summer 1959. (*Author:* Faculty member, Amherst College, Massachusetts.)

Three university presidents presented their views at the request of the trustees of the newly established Johns Hopkins University concerning the proper administration of a university—Charles W. Eliot, Harvard University; James B. Angell, University of Michigan; and Andrew D. White, Cornell University. A carefully documented study of certain aspects of the founding of Johns Hopkins University.

390. Haydn, Hiram, 1907– . Why College Presidents Wear Out. *AAUP Bull.*, 31: 455–461, Autumn 1945. Reprinted from *N.Y. Times Mag.*, Sept. 16, 1945. (*Author:* Secretary, United Chapters of Phi Beta Kappa.)

Outlines the manifold duties of a college president whose average term of service, he says, is only 4 years. Gives a typical daily schedule. "Before you decide to accept whichever of the sixty vacancies offered you, I suggest that you take stock of your fortitude—and of your wife's: your fortitude, your sense of humor, and your sheer endurance." For comment by Edith R. Mirrielees, see No. 434.

391. Hollis, Ernest Victor, 1895– , *Director, and* Martorana, Sebastian V., *Associate Director. Higher Education in North Dakota (A Report of a Survey).* Bismarck, N. Dak.: North Dakota Legislative Research Committee and State Board of Higher Education, October 1958. 2 vols. viii, 132, and vi, 111 p. (*Authors:* With U.S. Office of Education.)

"Students of administrative structure and personnel administration generally recommend that the number of persons reporting directly to the president in even large and complex colleges or universities be limited to not more than 8–12." Finds 22 officials reporting directly to the president of the University of North Dakota, 19 at the North Dakota Agricultural College, and smaller numbers at other institutions.

392. Holy, Thomas C., 1887– ; Semans, Huber H.; *and* McConnell, Thomas R., 1901– . *A Restudy of the Needs of California in Higher Education.* Sacramento: California State Department of Education, 1955. xx, 473 p. (*Authors:* (1) Special Consultant in Higher Education, University of California; (2) Specialist in Higher Education, State Department of Education; (3) Chief Consultant for the Study.)

One section "Organization and Staff in the Office of the President" (p. 234–243), contains diagrams of present and proposed reorganization, with recommendations. "The effectiveness of the President of the University as an educational leader depends not only on the delegation of as many operating functions as possible . . . but also on the adequacy of his major staff and the appropriateness of its organization."

393. Hopkins, Everett Harold, 1912– . Efficiency and Democracy in University Administration. In *Companion Volume to Current Issues in Higher Education: Analyst's Reports* (Washington: Department of Higher Education, NEA, Ralph W. McDonald, Editor, December 1950), p. 112–119. Same in expanded form in No. 394. (*Au-*

*thor:* Vice-President, State College of Washington.)

Includes a group of 23 "Basic Principles, Propositions, or Tenets Essential to the Achievement of Administrative Efficiency," several of which refer directly or by implication to the work of the president. One of them, in part: "At the top administrative level, both the financial and educational administration should be under a single administrative control, namely, the president. . . . For effective administration, an organization should have one head and only one head." See also No. 394.

394. ———. Efficiency and Democracy in University Administration. *Coll. & Univ.*, 26: 364–380. April 1951. (*Author:* See No. 393.)

An amplification of No. 393. "I have given what I consider to be the essential earmarks of a democratic university administration. . . . In addition I have listed 23 principles which I consider to be some practical guideposts to successful administration."

395. HUGHES, RAYMOND MOLLYNEAUX, 1873–1958. The Administrator and His Time. *Educ. Record.* 18: 48–52, January 1957. (*Author:* President Emeritus, Iowa State College.)

"During 24 years as the administrative officer of a college, I have heard much discussion of college presidents, of their value, and of the way they use their time. . . . If an executive is to use his time to most advantage, he certainly must keep command of his time to a large degree, and keep free from too much routine. . . . From the point of view of my experience, in dealing with institutions, his main concern should center around the following interests:" Names eight such. Gives numerous practical suggestions for most efficient use of time, particularly in interviews with faculty, students, athletes, boards of trustees, and the general public.

396. HUMPHREY, GEORGE DUKE, 1897– . Securing Legislative Appropriations: An Administrative Viewpoint. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1949, p. 51–56. (*Author:* President, University of Wyoming.)

"A college or university president is expected to be an educator, a scholar, an administrator, a business man, a public speaker, a writer, a politician, a giver of dinners, a charmer at receptions, a moral force in the community, a commentator on national and international affairs, and popular with students, faculty, and alumni. And, though he may possess all of the qualifications outlined, if he is unable to raise money for the operation of the institution, he will be as sounding brass or a tinkling cymbal. . . . In this discussion today, of course, we are concerned primarily with the securing of money by legislative apparatus. I am to give you the president's viewpoint in securing these appropriations, and I know of no better way to do so than to tell you some of the methods I use."

397. HUTCHINS, HARRY BURNS, 1847–1930. The President's Office: Center of University Organization and Activity. *In* National Association of State Universities, *Proceedings*, 1914, p. 116–129. (*Author:* President, University of Michigan.)

Quotes various earlier characterizations of the office of president: "The college presidency is a despotism untempered by assassination." "A college president is ex-officio a liar and a coward." "The trouble in the case of the university president is that he is not a leader but a boss." "Sometimes the board of trustees eats the president, sometimes the president eats the board, but both always eat the faculty." States that such statements "are gross exaggerations" but that they are "parts of articles that throughout manifest a distinct hostility to the presidential office." Claims that "the so-called presidential autocracy about which so much has been said and written is very much less in reality than in form" and that "any substantial curtailing of presidential authority would, from the point of view of effectiveness and vigorous administration, be undesirable." Discusses especially the president's relation to the business office and budget-making procedures, the relation of his office to the public, and the responsibility of the president for "the selection and recommendation to the governing board of the teaching staff."

398. HUTCHINS, ROBERT MAYNARD, 1899– . Advice to College Presidents. *Sat. Review Lit.*, 18: 6–7, July 23, 1938. (*Author:* President, University of Chicago.)

Review of A. Lawrence Lowell's *What a University President Has Learned* (see No. 424). "The book is a disappointment. Mr. Lowell does not reveal much of what he has learned. . . . The advice he gives university administrators is of uneven quality." Says that "Most university presidents should know, as Mr. Lowell tells them, that they ought to take time to think. . . . Mr. Lowell's administrative advice has a slightly Machiavellian flavor. . . . The most common accusation against our university presidents is that they are liars."

399. If I Were a College President. *Unpopular Review*, 5: 51–65, January–March 1916. (*Author:* "A College Professor.")

Occasioned in part by July article in same journal (No. 638.) "I, likewise under the shield of anonymity, am going to rush in where angels fear to tread, and tell what I would do if I were a college president." Discusses many topics, especially relations of the president to trustees, parents, and students; changes in curriculum; and criteria for faculty promotions. "These are the reforms I proposed for the mutual profit of instructors and instructed in my college. . . . The very mention of such radical measures cost me my promotion."

400. Jessup, Walter Albert, 1877–1944. Some Aspects of University Administration—Presidential Address. *In* National Association of State Universities, *Proceedings*, 1926, p. 13–24. (*Author:* President, State University of Iowa.)

Based upon replies received from 175 institutions on the approved list of the Association of American Universities and upon printed or mimeographed copies of rules and regulations affecting the internal organization and management of 58 of them. Reports and discusses regulations and practices in many of them concerning duties and responsibilities of the president.

401. Johnston, John Black, 1868–1947. University Organization. *Science*, 38: 908–918, Dec. 26, 1913. (*Author:* Faculty member, University of Minnesota.)

Address before a body of university men, Minneapolis, November 10, 1913. "In the American university, as in the Russian political system, the chief difficulty is not with the autocrat but with the bureaucrat. . . . Finally the presidency. Shall the president be elected to the faculty? Shall his actions be subject to review by the Senate? Shall his duties be limited to those of a gentleman, orator and representative of university culture, or to those of the business agent and manager?"

402. Jones, Lewis Webster, 1899– . Administration-Faculty Relations. *In* Southern University Conference, *Proceedings*, 1953, p. 45–54. (*Author:* president, Rutgers University, New Jersey.)

"The key man in the complex university structure is, as you all know, the president. He is responsible to the trustees, the public, the parents, the students, and the faculty. You have doubtless heard the well-known definition of the college president as 'the ultimate recipient of the buck.' There is much truth in this wry definition; no matter how skillfully he delegates authority, he is in fact responsible for the quality, the direction, and the morale of his institution. . . . We have moved a long way from the small college in which the president was typically a teacher."

403. Jones, Roy Winfield, 1905– . *The Human Element in College and University Administration.* Stillwater, Okla.: Oklahoma Agricultural and Mechanical College, 1949.

404. Jordan, David Starr, 1851–1931. The Administration of the American University. *In* National Education Association, *Proceedings*, 1915: 522–525. (*Author:* President, Stanford University.)

Address before Department of Superintendence, N.E.A. Quotes a German educator: "There is no government on earth more autocratic than that of the German university. But the autocracy lies not inside, as in America, but outside, in the hands of the minister of public instruction." States that "As the universities of America are constituted, it is the part of the president to create the university atmosphere. He must set the pace, must frame the ideals, and choose the men in whom these ideals can be realized. . . . The president is not himself a king. His noblest work is that of maker of kings. . . . It is what he can discern in other men that gauges success."

405. Keeney, Barnaby C., 1914– . Function of the President as Interpreter in the Memo. *Jour. Higher Educ.*, 30: 426–431, November 1959. (*Author:* President, Brown University, R.I.)

Quotes extensively Ruml and Morrison's statments on the role of the president (No. 451) disagreeing with most of them. "The role of the president in a college, currently and historically, is interesting and complicated. The presidents were formerly the most scholarly clergymen or members of the faculty; and occasionally a distinguished retired man entered academic life from outside through this channel. . . . The president today is a very different creature."

406. Keezer, Dexter Merriam, 1896– . *The Light That Flickers: A View of College Education which Contrasts Promise and Performance and Suggests Improvements.* New York: Harper & Brothers, 1947. xi, 160 p. (*Author:* Former president, Reed College, Oregon.)

"For almost eight years immediately prior to the second world war, I was the President of Reed College, a small coeducational college of liberal arts and sciences at Portland, Oregon. The college had a number of notable educational characteristics. . . . In the course of carrying out my duties, I learned a number of things about higher education and liberal education (in which I am particularly interested) which some of my friends thought to be of more than local significance." In informal style, discusses in 12 chapters many phases of college life and presidential responsibility and opportunity. Chapter I, "How the Shirt Is Stuffed," opening sentences: "As I started on the last lap of my journey to assume the presidency of Reed College, my dear friend the late Mary Harriman Rumsey, who was seeing me off, remarked, 'Promise that you won't become a stuffed shirt.' She had had dealings with many college presidents seeking her philanthropic interest. I promised and I tried to keep my promise. Whether or not I succeeded is for others to say. But, insofar as I did succeed, it was, I fear, at the expense of doing my full duty on the job. For it is my impression that it is almost the duty of a college president to become a stuffed shirt."

407. Kelly, Frederick James, 1880–1959. The University in Prospect. *Sch. & Soc.*, 28: 633–642, Nov. 24, 1928. (*Author:* President, University of Idaho.)

Inaugural address as President of the University of Idaho. "It would be pleasant on this happy occasion to dwell upon the cherished honor which goes along with election to the office of President of the University of Idaho. I deeply appreciate this distinction. This occasion calls, however, rather for a canvass of the heavy responsibilities which likewise go with the office. There has been no time in the history of the American state university when the responsibilities of the president were greater than now."

408. Kelly, Robert Lincoln, 1865–1954. *Tendencies in College Administration.* New York: 1925. (The Science Press, Lancaster, Pa.) xii, 276 p. (*Author:* Executive Secretary, Association of American Colleges, New York; President, Earlham College, Indiana, 1902–17.)

A series of lectures given at the Sorbonne, Paris. Aimed to "choose phases of college administration and life not emphasized in the French institutions." Includes brief consideration of "The Executive" (p. 24–25). "In the president, therefore, there is, ordinarily great concentration of power. He is a money raiser, a business manager, a promoter, a prophet. He is often called a despot. By the very pressure of his manifold duties, he has been forced out of the ranks of teaching."

409. Keppel, Frederick Paul, 1875–1943. College and University Administration: The Office Side of the Question. *In* National Education Association, *Proceedings,* 1910 (Boston meeting), —. 542–548. With discussion by C. A. Duniway, President, University of Montana; and J. K. Tillum, President, University of Arkansas. Reprinted, without the discussion, in *Educ. Review,* 40: 293–299, Oct. 1910. (*Author:* Dean, Columbia College, Columbia University.)

"The administrative officer of the American college or university has to steer his course, like the mariner of old, between two rocks, on one or the other of which has academic bark may come to grief. . . . As our institutions have developed, the position of the presiding officer has attained an importance that it wholly lacks in England or on the Continent of Europe." Considers some of the problems he faces, and methods of meeting them. "After all the president is a human being and practically sure, in this imperfect world, to make a fair share of mistakes. . . . The president can nearly always be guided but from the very nature of his position, he cannot be bulldozed."

410. Kinder, James Screngo, 1895– . Internal Administration in the Small College. *Assoc. Amer. Coll. Bull.*, 17: 512–517, December 1931. (*Author:* Faculty member, Pennsylvania College for Women.)

Based on study of 105 small colleges. Gives data especially on teaching activities of college presidents and considers advantages and disadvantages of the practice.

411. ———. *The Internal Administration of the Liberal Arts College.* New York: Bureau of Publications, Teachers College, Columbia University, 1934. vii, 160 p. (Teachers College Contribution to Education, No. 597.) (*Author:* See No. 410.)

Doctoral dissertation at Teachers College, Columbia University. Contains 7 chapters: Introduction, Historical Background, Present Administrative Practices, Interrelations of Offices and Functions, Participation of the Faculty in the Internal Administration, Principles of Internal Administration, Recomdations and Conclusions. Contains 13 tables. "The data concerning present administrative practices were taken from a careful analysis of 116 colleges and universities from which information was gathered, . . . all members of the Association of American Colleges." Gives detailed information regarding several features of the presidency—teaching loads, functions, responsibility of other officers to the president. Appendix gives 14 organization charts. Bibliography, 166 titles.

412. **King, Stanley, 1883–1951. Inaugural Address of the President of Amherst College.** *Sch. & Soc.*, **36: 705–711, Dec. 3, 1932.**

"There is expectation in the air, for each of us knows that a new personality will determine to some substantial extent the orientation of the college for many years. . . . The trustees choose your president, but he would operate in a void without the student body, the faculty, the alumni, the friends of the college." Describes the place of each group and possible changes in emphasis in the curriculum and other aspects of the Amherst program.

413. **Kinley, David, 1861–1944. The President's Office Force.** *In* **National Association of State Universities,** *Proceedings*, **1914, p. 111–116, with discussion following. (*Author:* Dean, University of Illinois.)**

"To resume, the private secretary, the general office helper, the statistical secretary or clerk, an adequate amount of clerical help and messengers, ought to be provided." Discusses the duties and importance of each of these. "I think, perhaps, if each one of you had that, you might do something that would amount to something."

414. **Kirkland, James Hampton, 1859–1939. What It Is To Be a College President.** *Educ. Review*, **41: 412, April 1911. (*Author:* Chancellor, Vanderbilt University, Tennessee.)**

Extract from address at inauguration of D. F. Houston as President, University of Texas, April 18, 1906. "To labor constantly for the world with no though of self, to find indifference and opposition where you ought to have active assistance, to meet criticism with patience and the open attack of ignorance without resentment, to plead with others for their own good, to follow sleepless nights with days of incessant toil, to strive continuously without ever attaining—this it is to be a college president. But this is only half the truth. . . . This, too, it is to be a college president."

415. **Kirkpatrick, John Ervin, 1869–1931. The American College President.** *Sch. & Soc.*, **18: 245–249, Sept. 1, 1923. (*Author:* Faculty member, University of Michigan.)**

Concerning the college president: "There have been none like him in times past, and it is doubtful if he continues in time to come. . . . The powers actually exercised by the university president are, to a very great extent, not powers legally conferred on the office by charters, but exercised by the incumbents of the office as surrogates for groups of busy men who are not educational experts, and, fortunately, in most cases know that they are not. . . . He is not a scholar or teacher, or, if he chance to be such at the time of elevation to the throne of power, he ceases to be either the one or the other. . . . The president, like the British King, may prove very useful to a democracy."

416. **Knight, Douglas M., 1921– . The Waking Nightmare: Or How Did I Get Into This?** *Assoc. Amer. Coll. Bull.*, **44: 645–652, December 1958. (*Author:* President, Lawrence College, Wis.)**

"The college presidency has a quality that sets it apart from other positions of so-called executive responsibility. The college or university president must combine planning and execution as his counterparts in government or industry cannot. . . . The president has a major responsibility not only when his community gets off the track, but equally when it is running smoothly. . . . As I think over the difficulties and mistakes of the past five years, I feel that I was most seriously at fault whenever I could not see farther into the consequences of an action than my colleagues could. . . . An appalling job, an impossible job; and after five years I would not give it up for any other career I know."

417. **Knox, John Ballenger. The College President as Personnel Executive.** *Assoc. Amer. Coll. Bull.*, **33: 376–380, May, 1947. (*Author:* Faculty member, University of Tennessee.)**

Based upon 66 replies from the "presidents of 130 principal colleges and universities." Reports practices and responsibilities with reference to personnel procedures involving five groups—undergraduates, seniors, alumni, business and maintenance personnel, and faculty.

418. **Konvitz, Milton R., 1908– . Ed.** *Education for Freedom and Responsibility: Selected Essays by Edmund Ezra Day.* **Ithaca, N.Y.: Cornell University Press, 1952. x, 203 p. With Foreword**

by Deane W. Malott. (*Author:* Professor of Industrial and Labor Relations, Cornell University, New York.

Contains 19 selected essays, one of which "A University President Talks About His Job" (p. 137–148) is an informal talk at a Cornell University symposium sponsored by the Student Association of the School of Business and Public Administration, February 10, 1949. Discusses informally his method of referring proposals for curricular changes and proposed new course on The American Way of Life to the appropriate faculty committee. States that "the problems of administration here at Cornell in defending American democracy relate to a lot of things beside curriculum revision. . . . As I contemplate the administration-faculty relationship, I am impressed with what I should call certain deficiencies in the present situation. . . . The University administration . . . has the critically important job of undertaking some sort of appraisal of those who constitute the company of scholars and scientists. . . . I would like, however, to see the professors share with administration the job of evaluation." Discusses also administration-alumni and administration-student relationships.

419. Koos, Leonard V., 1881– . Junior College Administrators and Their Scope of Functions. *Sch. Review*, 52: 143–150, March 1944. (*Author:* Professor of Secondary Education, University of Chicago.)

"One purpose of this little study is the limited one of ascertaining the names, or titles, of administrative officers in junior colleges. . . . A more important purpose is to inquire into the vertical scope of responsibility of these administrators." Based on questionnaire responses from 168 local public junior colleges.

420. Kretzmann, Otto Paul, 1901– . Administration in the Christian College. *In* Von Grueningen, J. P., *ed.*, *Toward a Christian Philosophy of Higher Education* (Philadelphia: Westminster Press, 1957), p. 123–143. (*Author:* President, Valparaiso University, Indiana.)

421. Ladd, George Trumbull, 1842–1921. The Need of Administrative Changes in the American University. *Pop. Sci. Month.*, 80: 313–325, April 1912. Reprinted in *University Control* (No. 560), p. 349–369. (*Author:* Faculty member, Yale University.)

Refers to "the first of a series of articles on the higher education in this country which were published in *The Forum* during the years 1902 and 1903." (Not included in this bibliography.) "Within the past ten years there has been a growing dissatisfaction with the character and the workings of the system of administration still prevailing in our larger and wealthier collegiate and university institutions." Discusses several factors involved. "These may be all summed up in saying that, in many, if not in the majority of cases, it hinders rather than helps the smoothest working and most valuable results of a university education." Considers the "vices of extravagance, lawlessness, superficiality, and idleness" in university circles and presidential responsibility for them. Discusses "the several causes which are working together to bring about 'the degradation of the professional office' "—the "last and worst" of which is "connected with the present system of administration."

422. Lefevre, Arthur. *The Organization and Administration of a State's Institutions of Higher Education.* Austin, Tex.: Von Boeckmann-Jones Co., 1914. 524 p. (*Author:* Secretary for Research, Organization for the Enlargement by the State of Texas of Its Institutions of Higher Education.)

Chapter IV, "The Executive Officer" (p. 196–233), deals with the conception of the presidential office, essential functions, factors of success, problem of elimination, attitude of colleagueship with faculty, and secondary administration.

423. Long, Henry Johnson, 1897– . Why College Presidents? *Assoc. Amer. Coll. Bull.*, 37: 379–382, October 1951. (*Author:* President, Greenville College, Illinois.)

"Possibly the main reason for his [the president's] being connected with a college is that he may 'bring home the bacon' in the form of checks, bonds, and deeds. After a most stimulating experience in the first quarter of 1951 of spending approximately two days on each of 40 college campuses, interviewing somewhat at length 250 college administrators, the writer has come to the conclusion that the above picture is the average college's concept of its president." Discusses various judgments as a result of his visits, especially Dr. Robert M. Hutchins' statement that "no president had ever accomplished anything for his institution after his first five years." Concludes that "the books need to be rewritten as to the duties of a president."

424. Lowell, Abbott Lawrence, 1856–1943. *What a University President Has Learned.* New York: The Macmillan

Co., 1938. vi,150 p. (*Author:* President Emeritus, Harvard University.)

Discusses the problems of college administration in six chapters: Idea, Plan, and Pattern; Universities and Colleges; Tools and the Man; Examinations and Respect for Rank; The Student Mind; Imponderables and Shams. For extended review, by R. M. Hutchins, see No. 398.

425. McConaughy, James Lukens, 1887–1948. College Inaugural of 1831. *Jour. Higher Educ.*, 2: 113–117, March 1931. (*Author:* President, Wesleyan University, Connecticut; later Governor of Connecticut.)

"In view of the large number of reforms in collegiate education that have been proposed in recent years, it is rather refreshing to turn back a century and find in an inaugural address of September 21, 1831, at the opening of Wesleyan University at Middletown, Connecticut, many proposals that have a modern ring: evidently in college circles, as elsewhere, there is little new under the sun." Discusses especially athletics, elective systems, and salaries and tenure of professors.

426. MacCracken, John Henry, 1875–1948. *College and Commonwealth, and Other Educational Papers and Addresses.* New York: Century Co., 1920. 420 p. (*Author:* President, Lafeyette College, Pennsylvania.)

Contains 33 titles, one of which is "The College President" (p. 265–274), an address at the inauguration of Harry Means Crooks as President of Alma College, Michigan, November 1916. "There is always danger in taking the fly wheel off the engine and placing it upon another. If there is not proper balance, it may fail to move the engine, or race so fast that it flies itself into pieces. . . . I am to talk about ignition and pressure gauge, in a word, about the president that makes the car go faster (or slower, as sometimes happens), and determines the direction." Gives three charges to the new president. "My third and last charge is not only to steer Alma, not only to steer Alma somewhere, but to select the society of Alma, and if possible steer and inspire their souls."

427. McGinnis, Howard Justus. 1882– . *The State Teachers College President.* Nashville, Tenn.: George Peabody College for Teachers, 1932. xii, 187 p. (Peabody Contributions to Education, No. 104).

Doctoral dissertation at George Peabody College for Teachers. Three problems which the study attempts to solve: "(1) To set up a list of duties the president of a state teachers college should perform and a list of those he should delegate; (2) to formulate techniques to guide in the performance of each of seven major administrative functions in a state teachers college, and (3) to establish a body of principles for the guidance of the state teachers college president." Gives historical development of the presidency, and statutes and other regulations bearing upon it. Discusses methods of performing seven major functions and takes up practices and opinions of 32 presidents on 24 other administrative functions. Ranks in order of importance eleven principles of administration. Reports a 2-weeks check on the administrative duties actually performed by eight presidents. Fifteen tables, forms used, and bibliography of 54 titles.

428. ———. Our Teachers College Presidents. *Nations Schools*, 14: 24, September 1934. (*Author:* Registrar, East Carolina Teachers College, North Carolina.)

Based on author's doctoral dissertation, No. 427. States seven problems with which "teachers college presidents are deeply concerned" and eight principles "that should guide our teachers college presidents."

429. McMaster, William Henry, 1875– . Ten Commandments of a College President. *Assoc. Amer. Coll. Bull.*, 24: 315, November 1938. (*Author:* President, Mount Union College, Ohio.)

Presented to Alumni Association, June 13, 1938, upon retirement as president after 29 years of service. Samples: "Thou shalt not pass the buck to thy trustees, as saith a famous prexy (David Starr Jordan)." "Thou shalt not forget thou wast young once thyself." "Thou shalt never double-cross thy dean or do anything you can get somebody else to do."

430. Marks, Jeanette Augustus, 1875– . What It Means to Be President of a Woman's College. *Harpers Bazaar*, 47: 265–266, June 1913. (*Author:* Graduate of Wellesley College; writer and lecturer.)

"The usual complement of children for a president is five—the Student, the Faculty, the Trustee, the Alumna, and the Public. And sometimes these children all want attention and all want it at the same time. The profession of college president is a highly complex profession composed of many dissimilar abilities, among them scholarliness and unremitting social tact, sympathy, financial insight, love of youth and boundless leisure, attention to details and a big outlook. It is a special function involving a degree of gift which might well be called genius." Gives extensive sketch of life and character of Mary E. Woolley, president of Mount Holyoke College. Includes two portraits of Miss Woolley.

431. Martin, Clyde V. The Administrator's Baedeker. *AAUP Bull.*, 42: 488–489, Autumn 1956. (*Author:* Faculty member, Long Beach State College, California.)

"With apologies to Gilbert and Sullivan, the administrator's lot is not a happy one. . . . Used imaginatively, the following *Ready Reference Guide for Harried Administrators* may prove a valuable personal guide." Gives ten brief statements and a postscript of several more. Examples: "1. To those who would goad you with precipitate action, point out that we must not move too rapidly. . . . 4. To counter any suggestion against which you are dead set, propose a theoretical opposite, then brush off both views as being extremist. . . . 10. If all other means have been tried and found wanting, appoint a committee! . . . You are safe for an interminable period."

432. Mayer, Milton S. Hutchins of Chicago: Part I. The Daring Young Man. *Harpers*, 178: 344–355, March 1939. Part II. The Flying Trapeze. 178: 543–552, April 1939. (*Author:* Newspaper man, connected with University of Chicago on part time basis.)

"A university president is supposed to go down town and get the money. He is not supposed to have ideas on public affairs; that is what the trustees are for. He is not supposed to have ideas on education, that is what the faculty are for. . . . There have been—and there are—university presidents who defied the tradition and rocked the boat. They have not been numerous. They have not been popular. . . . In the office of the President of the University of Chicago there sits—with his feet on the desk—a man who gets the money and rocks the boat and has ideas continuously. In appearance he compares favorably with a Greek God. . . . He is a natural-born, stemwinding hell-raiser. . . . As a university president, Hutchins began by raising hell first with one aspect of education, then with another, and finally with everything and everybody." The second article deals with President Hutchins' philosophy and its educational consequences. For comments on first article by the editors, see "Personal & Otherwise," two pages following p. 448.

433. Middlebush, Frederick Arnold, 1890– . The University Presidency—A Position and a Job. *In* National Association of State Universities, *Proceedings*, 1949, p. 12–18. (*Author:* President, University of Missouri.)

Presidential address as president of the Association. Quotes favorably from statement by Dean George R. Harrison at inauguration of James R. Killian, Jr., as President of Massachusetts Institute of Technology, regarding the college president. "If he were to take an oath of office that set forth literally the requirements on his attention, the result must resemble a medley of a Hindu marriage service, the vows of a Monastic order, and a research contract with the Army Air Forces. . . . No bevy of mediaeval angels clustering on the point of a needle required such nicety of balance as a modern administrator following the curved razor edge of policy needed by present day events." States that "while the modern university is in truth a community of scholars, it is necessary that there exist within it a certain measure of coordinated effort if we are to have a genuine 'community' and not chaos. And at that point the University Presidency ceases to be merely a 'job,' but assumes the dignity, the responsibility, the high obligation of service consistent with its time-honored position of leadership." Discusses relation of the president to the staff and to the public. "There is one aspect of the task of the University President which rarely receives mention when we discuss the reservations and duties of the Office. Like any other chief executive, one of his most important jobs is to teach and train subordinate officers in the science or art of educational administration. If he is himself a professional teacher, he will approach this task with zest, interest, and energy." Suggests ten other topics concerning the president and his relations to other individuals and groups as desirable subjects for future presidential addresses. This suggestion was followed the next year by President Weeks. (See No. 642.)

434. Mirrielees, Edith Ronald, 1878–. We Are Not Amused: A Professional View of College Presidents. *AAUP Bull.*, 32: 352–355, Summer 1946. (*Author:* Professor of English, Stanford University.)

Critical comments on Hiram Haydn's article (No. 390). "When Hiram Haydn's 'Why College Presidents Wear Out' made its appearance in the *New York Times Magazine*, it probably drew chuckles enough from its readers. When it reappeared in this *Bulletin* it probably did not. Its failure to draw them was not by reason of college teachers' lacking a sense of humor; it was that what the article emphasized was a dilemma already familiar. . . . Year by year the inducing of any outstanding professor to undertake a college presidency becomes more difficult. Year by year, therefore, more outsiders—publicists, army officers, writers, industrialists, step into presidential chairs." Discusses the implications of this situation.

435. Munroe, James Phinney, 1862–1929. Closer Relations between Trustees and Faculty. *Science*, 22: 849–855, Dec. 29, 1905. Reprinted in *University Control* (No. 560), p. 462–473. (*Author:* Managing Editor, *Technology Review*, Massachusetts Institute of Technology.)

Address at Conference of Trustees of American Colleges and Universities, University of Illinois, October 17, 1905. "The American university has become an autocracy, wholly foreign in spirit and plan to our political ideals and little short of amazing. . . . Hence has arisen the modern college president—a being as different from the awe-inspiring clergyman of the eighteenth century . . . as it is possible to imagine. The modern executives have had thrust upon them powers which give to their decrees the finality of an imperial ukase. . . . Today, the leaders of our country are not, as formerly, the great statesmen and clergymen; they are these modern Caesars—the heads of our principal colleges and universities."

436. Neilson, William Allan, 1869–1946. *The Inauguration of William Allan Neilson, Ph.D., LL.D., as President of Smith College.* Northampton, Mass.: 1918. 56 p.

Contains a biographical sketch of President Neilson; Induction of the President by Hon. Charles N. Clark, Secretary of the Board of Trustees; address by Charles W. Eliot, President Emeritus of Harvard University; addresses of greeting by Governor S. W. McColl of Massachusetts, by John T. Stoddard on behalf of the faculty, by Elizabeth C. Morrow, on behalf of the Alumnae Association, by Alison L. Cook, on behalf of the students; and the inaugural address of President Neilson. "An occasion such as the present calls for some statement of purpose and policy. However modestly the president of an educational institution may regard his function, however profoundly he may be convinced that it is the teachers and the taught who make the college, and not the administrative officers, he cannot shirk the responsibility of forming definite ideas as to the general aim, and of framing methods by which this aim may best be accomplished."

437. Newburn, Harry Kenneth, 1906– . The Organization and Administration of Universities in France, Italy, and Great Britain. *Educ. Record*, 34: 245–274, July 1953. (*Author:* President, University of Oregon.)

"This report grows out of an investigation covering the first five months of 1953 made possible by a grant from the Carnegie Corporation of New York. During this period 29 institutions were visited, including 6 in France, 7 in Italy, and 9 in Great Britain." Covers Organization, Students, The Professor, and Administration. Latter topic includes consideration of administrative officials. "The contribution of the chief administrative officials to policy-making, long-range planning, and even top-level management varies considerably from that of such dignitaries in the United States. . . . There is little interest in permanent executive officers. . . . There appears to be a fundamental objection to the development of 'professional administrators' and a definite belief that such arrangements would operate to the disadvantage of the universities."

438. Nissley, Harold R. If I Were a University President. *Assoc. Amer. Coll. Bull.*, 31: 487–493, December 1945. (*Author:* Industrial Engineering Counselor, General Electric Company.)

"It may be presumptuous for an efficiency engineer in an electric manufacturing company to tell a group of university administrators how to perform their jobs better. But 16 of my 28 working years have been spent in three state universities, working under five presidents. So I believe I speak with something more than a naive layman's voice." Recommendations, with reasons for each given: Keep salaries secret, get objective efficiency scales for professors, encourage annual progress reports, control artificial professor popularity by controlling grades, abandon automatic increases in salary, abandon permanent tenure, set up adequate retirement plans, get an outside audit at least once every 3 years, and abandon summer school contracts to regular staff members.

439. Parker, James Reid, 1909– . *Academic Procession.* New York: Harcourt Brace & Co., 1937. x, 281 p. (*Author:* Author and columnist.)

A series of 28 lightly written sketches in fictional form dealing with various aspects of faculty life in a small Eastern college. "The characters in this book are imaginary and are not intended to represent or suggest actual persons. The author is indebted to the Editors of *The New Yorker* for permisison to reprint a number of chapters." One chapter, "Finger in the Pie" (p. 33–42) concerns the relations of the college President and a dominating Chairman of the Board of Trustees. Several other chapters describe the relation of the President to the faculty and certain phases of college life and problems.

440. **Parker, Walter Winfield**, 1889–1957. A Teachers College President Looks at His Job. *Peabody Jour. Educ.*, 11: 241–245, May 1934. (*Author:* President, Southeast Missouri State Teachers College.)

"When one considers the functions more nearly inherent in the job of the teachers college president, he, quite naturally, thinks of his relations to a board of control, to faculty, and to students." Considers each of these in turn. Also discusses his relations to the public, particularly in speech-making activities. "Whether it is entirely to his liking or not, your Mr. President usually becomes a maker of an interminable number of speeches. Properly, I suppose, he is public property."

441. **Paton, Stewart**, 1865–1942. University Administration and University Ideals. *Science*, 34: 693–700, Nov. 24, 1911. Reprinted in *University Control* (No. 560), p. 439–452. (*Author:* Lecturer, Princeton University.)

"The development of our American universities is seriously handicapped by the present system of administration. . . . At present, trustees see things through a glass, very darkly. . . . There is a pretty general agreement that the autocratic powers of presidents and of all executive officers should be limited. . . . An excellent plan has been suggested of limiting the tenure of the office of president and deans to a single period of four or five years. The salaries paid to executives should not greatly exceed that of the professors."

442. **Perkins, John Alanson**, 1914– . Public Administration and the College Administrator. *Harvard Educ. Review*, 25: 214–224, No. 4, 1955. (*Author:* President, University of Delaware.)

"It is comparatively rare to find the successful practitioner in the art of administration able to formulate so clearly and explicitly the theories underlying his actual activities and practices."—Introductory Editorial Note. "It is high time that administration in higher education was recognized for what it is: a vitally necessary function, one of the most difficult of all areas of administrative activity, and an undertaking to be consciously prepared for." Discusses "some of the more common tools of administration"—planning, organization, staffing, directing, coordinating, reporting, and budgeting.

443. The Perplexities of a College President. *Atlantic*, 85: 483–498, April 1900. (*Author:* "One of the Guild.")

Describes in considerable detail the old Concord stage "that stood before the door of the country tavern, surrounded by more than the usual crowd of village idlers. A new driver was to take the box that morning, and there was no little interest in the man and in the occasion." Compares this situation with that of the college president about to take over as driver in a college. Also compares his work and methods with those of the business world. "The past quarter of a century has been a period of ferment in education, as in all things else. . . . The educational executive or manager, however, has no such right of way but is fast bound at the very start by a precedent." Considers especially the relations of the new president to his faculty. For discussion, see Nos. 435 and 470.

444. **Pollock, Thomas Clark**, 1902– . Leadership and Liberal Education. *Assoc. Amer. Coll. Bull.*, 44: 277–284, May 1958. (*Author:* Dean, College of Arts and Sciences, New York University.)

Address at 25th anniversary of Robert N. Montgomery as president of Muskingum College, Ohio. "Let me suggest a few of the varied problems which a college president must face day by day and year by year." Discusses in turn relation of the president to the community, to the church, to secondary schools, to graduate schools, to alumni, to trustees, to faculty, and to students. "So far, I have been suggesting some of the practical, day by day problems which make the position of college president so demanding and long tenure in a presidency so rare. But leadership in liberal education demands more than the successful meeting of current problems. It requires that, while the college president keeps his institution going, he also charts its course in the right direction but at the same time studies the stars."

445. **Poteat, William Louis**, 1856–1938. *Youth and Culture.* Wake Forest, N.C.: Wake Forest College Press, 1938. (*Author:* President, Wake Forest College, North Carolina, 1905–1937.)

Includes Vita, inaugural address, "The Christian College in the Modern World," (Dec. 7, 1905, p. 11–23), and 20 other addresses, all except two of them, baccalaureate addresses to graduating classes from 1908 to 1927. Inaugural address: "The responsibility which I now formally accept I have not sought. I have loved my teaching, my microscope, and the invitation to be present at Nature's marvels under the open sky and in the deep woods hereabouts. For these obscure delights, I see no compensation in the publicity of strenuous days of administration."

446. Prexy. *Harpers*, 176: 189–197, January 1938. (*Author:* "By a College President.")

Discusses in lively fashion, with numerous anecdotes, some of the duties and problems of the college president. "It is a mystery to most of us college presidents why the public is so interested in us. . . . It is never a monotonous job—and I would not swap it for any other. . . . Most of us are married. . . . Mrs. Prexy has a job as diverse and interesting as her husband's. . . . She can help to keep the faculty serene by her thoughtfulness. . . . A president's success is measured by his ability to deal with his trustees, his faculty, his students, and his alumni. Truly he has a host of bosses. The male president of a woman's college has a peculiarly difficult position. Surrounded by women, a man may easily become tzar like—with unfortunate results—or feminized." Discusses the problems and achievements in several women's colleges. Conclusion: "Two tests of presidential effectiveness are: Can he say 'no' graciously without offending? . . . Can he wait patiently, quietly, to accomplish his plans?"

447. RABE, WILLIAM FREDERICK, 1917– . *The Evaluation of the Government and Administration of Higher Education.* Stanford University, Calif.: 1947. Abstract in Stanford University, *Abstracts of Dissertations, . . .* 1946–47, vol. 22, p. 203–207.

Unpublished doctoral dissertation at Stanford University. For partial summary see Nos. 448, 449.

448. ———. The Administrator's Function in the University. *Coll. & Univ.*, 23: 532–542, July 1948. (*Author:* Chairman, Division of Curriculum and Instruction, Menlo Junior College, California.)

Based on author's doctoral dissertation, No. 447. Concerned with the attitude of the university administration to the university scholar. Reviews conditions in the medieval Italian university, University of Paris, University of Oxford, and the German university. "Out of this historical analysis it appears that the president of a university, or the chief administrator, by tradition has performed two functions. First, the supporters and patrons of the university channel power through him. . . . Second, the administrator is charged with the execution of tasks necessary to maintaining the institution, a particular part of which he may delegate to others. . . . The function of the administration, whether president, chancellor, or rector, is to act on the authority given him by the governing body of the institution. The office has no power other than that granted by this body, whether students, faculty, church, or state."

449. ———. The Administrator's Source of Power in the American University. *Coll. & Univ.*, 24: 12–21, October 1948. (*Author:* See No. 448.)

A continuation of the general subject of No. 448. Based on author's doctoral dissertation, No. 447. "The fundamental question is whether the scholar, who condemns administration and desires to control administration to his own ends, is justified in his position." Discusses administration in the colonial colleges, in state universities, and in private universities. "Perhaps if the scholar feels out of place among such urbane objects of distaste in the contemporary university, he actually belongs in an institution which he can govern and administer under his own direction," such as the Institute for Advanced Study, at Princeton, New Jersey.

450. REEVES, *Very Rev.* JAMES ALOYSIUS WALLACE, 1892–1947. The Office of the President. In *College Organization and Administration* (Proceedings of the Workshop on College Organization and Administration), Catholic University of America, 1946. Roy J. Deferrari, ed. Washington: Catholic University of America Press, 1947). p. 94–108. (See No. 31.) (*Author:* President, Seton Hill College, Pennsylvania.)

"The office of the president in an undergraduate college presents constants and variables." Discusses historical development of the office, variations in title, qualifications, relation to governing board, relation to faculty, acquaintance with graduate and professional schools, and relation to the community. Bibliography, 50 titles, practically all of them included in the present bibliography.

450a. ROBB, FELIX C. An Open Letter to a New College President. *Peabody Reflector*, 33: 110–113, September–October 1960. (*Author:* Dean, George Peabody College for Teachers, Tennessee; Chief of Staff, Carnegie Corporation's "Study of the College and University Presidency" (see No. 35).

An address before the annual Institute on Higher Education of the Methodist Board of Education, July 27, 1960. Under the pseudonym of Professor I. M. Balding, who writes a

"Dear Jim" letter to the new president of "Stoney Broke College," gives discriminating advice on the most desirable relations of the new president to trustees, students, faculty, and the general public.

451. Ruml, Beardsley, 1894–1960, *and* Morrison, Donald H. *Memo to a College Trustee: A Report on Financial and Structural Problems of the Liberal College.* New York: McGraw-Hill Book Company, Inc., 1959. ix, 94 p. Summary as "Open Letter to a Trustee," in *Think*, 25: 16–18, September 1959. (*Authors:* (1) Former Dean, Social Science Division, University of Chicago; former Treasurer, R. H. Macy & Co., Inc.; former Chairman, Federal Reserve Bank, New York; Trustee Dartmouth College, New Hampshire; (2) Former Provost, Dartmouth College.)

Prepared for the Fund for the Advancement of Education. "This Report is concerned with a cluster of crucial questions: How can the American liberal arts colleges meet their responsibilities with respect to the fostering of liberal education? How can they serve their important purpose in helping to prepare the next generation of adults to deal wisely and humanely with the problems and opportunities of an increasingly complex world? How can they make the contribution to teaching and to scholarship that is required? "The President of a liberal college is its chief executive officer, and at the same time is the highest personal symbol of the college. . . . But the true locus of the President's authority and responsibility lies elsewhere: it lies in his duty to organize the agenda for meetings of the Trustees and in taking the initiative in bringing necessary information to their individual and collective attention." For symposium by eight educators, and editorial comment, discussing this volume which, according to the editor, "is generally recognized as a major contribution to current thinking about the problems of higher education," see *Jour. Higher Educ.*, 30: 411–452, 459. November 1959. Two of the eight, by J. Douglas Brown (No. 334) and Barnaby C. Keeney, (No. 405) consider especially the relation of the president to the proposed reorganization of the university. Review by P. Pickrel, *Harpers*, 219: 87–88, August 1959. Editorial Comments, *Coll. & Univ. Bus.*, 26: 22, June 1959.

452. Russell, John Dale, 1895– . Changing Patterns of Administrative Organization in Higher Education. *Annals*, Vol. 301, 22–31, September 1955. (*Author:* Chancellor and Executive Secretary, Board of Educational Finance, New Mexico.)

Includes section on "Staff of the President's Office." "The office of chief executive itself has grown into something more than a president with a stenographer or secretary. . . . These staff officers may bear such titles as assistant to the president, secretary of the university, provost, director of institutional studies, consultant, or others in wide variety. Such additions are necessary to relieve the president himself of what becomes an intolerable burden of detail. . . . There is a great tendency to begin to assign small but expanding administrative functions to these persons in staff positions in the chief executive's office. When this is done, confusion is likely to result."

453. ——— *and* Reeves, Floyd Wesley, 1890– . *The Evaluation of Higher Institutions. A Series of Monographs Based on the Investigation Conducted for the Committee on Revision of Standards, Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools. Volume VI, Administration.* Chicago: University of Chicago Press, 1936. xx, 285 p. (*Authors:* (1) Associate Professor of Education; (2) Professor of Education; both of University of Chicago.)

Based upon intensive study and analysis of 57 colleges and universities in the North Central Association. Procedures for deriving and scoring various aspects of administration for a composite score card for evaluation and possible accreditation of higher educational institutions. Contains numerous references to the duties of the president and number of points to be allocated for degree of responsibility for and execution of those duties (p. 23, 30–31, 49–51, 68–69, 79–80, 95–98, 115, 134–137, 250–251, 258, 260, 265.)

454. Rutledge, Samuel Albert, 1888–1941. *The Development of Guiding Principles for the Administration of Teachers Colleges and Normal Schools, and the Development of Administrative Practices Consistent with These Principles.* New York: Teachers College, Columbia University, 1930. ix, 107 p. (Teachers College Contribution to Education, No. 449.)

Doctoral dissertation at Teachers College, Columbia University. Based chiefly on a checklist of 167 duties of presidents of teachers colleges and normal schools as evaluated by presidents of 64 such institutions in 36 states.

Final chapter of summary and 16 problems suggested for further study. Bibliography, 88 titles.

455. **Sangren, Paul Vivian**, 1898– . What a President Learns: A Section from an Anniversary Address. *Jour. Higher Educ.*, 19: 287–288, June 1948. (*Author:* President, Western Michigan College of Education.)

Portion of address at 10th anniversary as president of the college. The college president "must share in the responsibility required to stimulate his teachers, to orient his students, and to ingratiate himself with his patrons, and at the same time he must keep his own balance. . . . I have found that a college president must find himself a happy medium between realism and idealism. . . . He must be practical in his plans, yet daring in his dreams."

456. **Schaff, Samuel D.** *Administrative Communication to Faculty and Students in an American College.* New York, 1954.

Unpublished doctoral dissertation at Teachers College, Columbia University. Includes section of about 30 pages on the president's communication with the board of trustees, the administration, the faculty, the students, the nonteaching staff, the alumni, and the community publics. The "American College" is Denison University, Ohio.

457. **Schroeder, Henry John.** *Spans of Responsibility: An Evaluation of the Organization of Selected Institutions of Higher Education.* College Park: University of Maryland, 1951. Abstract in the University of Maryland, *Abstracts of Dissertations*, 1953, p. 34–35.

Unpublished doctoral dissertation (Ph. D.). Spans of administrative control of three to nine individuals are studied with conclusion that about five are best. Analyzes the organizational patterns of seven widely different types of college and university control and compares their patterns of control with the previously developed ideal of a five-man span.

458. **Scott, DR** Professors Administrant. *AAUP Bull.*, 28: 247–256, April 1942. (*Author:* Faculty member, University of Missouri.)

Comments on address by President Wilkins of same title (No. 487.) "Dr. Wilkins' address is a special plea for presidents. No one begrudges them his defense, but to permit his high praise of presidents to pass without question might encourage the easy inference that the presidential administration of higher education has been correspondingly excellent. Such an inference is by no means justified." Quotes numerous statements from President Wilkins' address and takes issue with them and with their implications. (Note.—*AAUP Bulletin* and University of Missouri catalog give "DR Scott." Harvard Alumni Directory and *Who's Who in America* give "D. R. Scott." Father's name was David Roland Scott.)

459. **Scroggs, Schiller**, 1892– . Administration and Organization. Chapter 15 (pp. 433–471) in Percy Friars Valentine, *The American College*, New York: Philosophical Library, 1949. p. 433–471. (*Author:* Dean, Oklahoma Agricultural and Mechanical College.)

"The administration of an institution of higher learning consists essentially in the making of decisions. . . . The purpose of administration is to consummate the institution's objectives. . . . The parties concerned in college and university administration may be considered in four groups: (1) The Board of Control . . . . (2) the president and his administrative associates; (3) the faculty . . . . (4) the student body. Each of these groups has an essential interest in the aims, objectives, procedures, and activities of the college. To attempt to say who has the major interest would indeed be sophomoric and useless." Discusses each of the four in turn. "Theoretically, perhaps, he [the president] exists to coordinate the opinions and will of the faculty and to communicate and interpret them to the board, and transmit their opinion and action back to the faculty and make them operative. Rarely, however, is a college president so neutral a person. He has his own ideas. . . . More and more the primary qualifications of a college or university president are coming to be political acumen and shrewd, aggressive promotional talent in public relations and fund raising."

460. **Seaton, John Lawrence**, 1873– . Advice to Prospective College Presidents. *Christ. Educ.*, 25: 213–220, June 1942. (*Author:* President, Albion College, Michigan.)

Address at inauguration of Vernon F. Schwalm as president of Manchester College, November 8, 1941. Discusses three major tasks of the college president. "In the first place he must make sure that the college is a good college. . . . In the second place, the president has the major and sometimes the entire responsibility of financing. . . . It should not be so, but it is so. . . . In the third place, the president must see that a sufficient number of students come to share in the privileges afforded by the college and that a reasonable proportion of them remain to graduation." Refers to characterization of a successful college president as "a pillar of brass by day and a cloud of gas by night." Considers also moments of disappointment and special opportunities of the president.

461. ———. Joys and Sorrows of a College President. *Assoc. Amer. Coll. Bull.*, 28: 620–625, December 1942. (*Author:* See No. 460.)

"The request to write a brief article on this subject came to me as a surprise. . . . Perhaps testimony from a long and varied experience will not be amiss, even though it will make this article somewhat too personal." Considers first sorrows. "As I look back through the softening haze of the years, the sorrows seem to be few and relatively unimportant." Mentions "unjustified criticism of an ugly nature," disillusionments, sense of isolation, and sense of unfulfilment. "The picture of a president's life has sombre hues, but after all the bright hues predominate." Considers among them the companionship of youth, infinite potentialities, participation in the "great venture of universal education, joy of building something to last."

462. Seymour, Charles, 1885– . Inaugural Address. *Sch. & Soc.*, 46: 481–485, Oct. 16, 1937. Same in *Vital Speeches*, 4: 29–32, Oct. 15, 1937. (*Author:* President, Yale University.)

Given at New Haven, October 8, 1937. "We are bound to devote ourselves to the enrichment of learning and the enlightenment for the guidance of the mind and the spirit of the nation. From this obligation, nothing can absolve us. . . . I do not believe that we shall achieve this purpose through revolutionary steps, whether of educational philosophy or of administrative reorganization. We are at a point in Yale history where violent defections from the charted course are not desirable. The opportunity calls for consolidation rather than expansion." Outlines several desirable aspects of such consolidation including strengthening of libraries and laboratories, increasing fellowship and scholarship funds, increase and improvement of faculty, better attention to student needs, meeting needs of the community for university service, and guaranteeing absolute intellectual freedom.

463. Seelye, Laurence Clark, 1837–1924. Limitations of the Power of the College President. *Educ. Review*, 20: 444–449, December 1900. (*Author:* President, Smith College, Massachusetts.)

Address delivered at inauguration of Rush Rhees as president of University of Rochester, October 11, 1900. "I shall treat the subject merely in its relation to the bodies which it chiefly concerns—the trustees, the faculty, and the students."

464. Slosson, Edward Emery, 1865–1929. Universities, American Endowed. In Paul Monroe, *Cyclopedia of Education*, Vol. 5, p. 663–673. New York: The Macmillan Co., 1913. (*Author:* Editor, *The Independent*, New York City.)

Includes "Position of the President" (p. 666–667). Compares position of president in American institutions with those of Vice-Chancellor in British and Rector in German universities. Discusses duties and responsibilities of the president and his relations to board, to faculty, and to public. Comments especially on pioneer work of Eliot at Harvard and Harper at Chicago. Even though written almost a half century ago, comments: "The duties imposed upon the modern university president are so multifarious that it is becoming exceedingly difficult to find a man capable of filling the position in the larger institutions."

465. Stillman, John Maxson, 1852–1923. The Organization of University Government. *Science*, 23: 536–540, Apr. 6, 1906. (*Author:* Professor of Chemistry, Stanford University.)

Reviews recent opinions on place of the president in university government, especially those of ex-President Draper (See No. 366) and President Pritchett (See No. 190). States that "certain facts may be considered as fairly established by the consensus of opinion of experts," one of which is: "It seems to be quite generally admitted that a strong, wise, and experienced president with authority centered in his control is the most powerful agent for the effective growth and development of the university. . . . The most successful university administrations in this country are those in which a strong president has been legally vested with large powers of administrative control, or, because of his personal force, has been tacitly given and has used such control." Describes in detail the administrative organization at Stanford University, with powers and responsibilities of trustees, president, faculty, academic council, advisory board, executive committee, and departmental faculties. "The president, in whom by the deed of trust is lodged the authority to prescribe the duties of instructors, to remove instructors at will, and such other powers as are necessary that he may be held justly responsible for the efficiency of teaching and the competency of teachers."

466. STODDARD, GEORGE DINSMORE, 1897– . Illinois! Illinois! *Sch. & Soc.*, 79: 97–101, April 1954. (*Author:* Former president, University of Illinois.)

A frank personal account of the action of the board of trustees in demanding his immediate resignation as president of the university after seven years service. Conclusion: "In education, at least, it is important to resist both the inherent badness of power-hungry politicians and the suffocating goodness of men without ideas."

467. STRATTON, GEORGE MALCOLM, 1865–1957. Externalism in American Universities. *Atlantic*, 100: 512–518, October 1907. Reprinted in *University Control*, (No. 560), p. 425–438. (*Author:* Faculty member, University of California.)

"The American university president holds a place unique in the history of higher education. He is a ruler responsible to no one whom he governs, and he holds for an indefinite term the powers of academic life and death. . . . Several of our universities began their life without long tenure and high power in the office of the president, but one by one their courage fails and they follow the custom of the land." Discusses various examples. "There can be little question that the president's prominence and the general system of external government add one more to the many motives toward academic inflation."

468. TAYLOR, HAROLD, 1914– . *On Education and Freedom.* New York: Abelard-Schuman, 1954. 320 p. (*Author:* President, Sarah Lawrence College, New York.)

Chapter 2, "The College President" (p. 57–93): "There are few men and women who receive as much advice as the president of an American college. The advice comes from politicians, journalists, radio commentators, congressional commitees, businessmen, alumni, trustees, students, parents, deans, faculty members, and people he meets on buses. . . . The first necessity for the university and its president is therefore a clearly seen and strongly held conviction about its aims. . . . Most American colleges and universities are over-organized. Too much is arranged by administrators, too little by the teachers and students themselves. . . . The administrator in the ideal university would be one who kept out of the way and made it as simple as possible for students and teachers to spend time together profitably, and to conduct their intellectual transactions in their own ways. . . . The major flaw in the organization of most of the large educational institutions is the impersonality of the academic program. . . . Here again, I believe that the college president has considerable responsibility. . . . For a president, the actual administration of a college makes serious and heavy demands on his physical and emotional energy. . . . The larger the university becomes, the greater the *isolation* of the president from his students and faculty. The isolation can be remedied only by the president's own initiative."

469. The Temptation of a College President. *Educ. Review*, 40: 113–120, September 1910. (*Author:* Anonymous.)

"The President was seated in his office, fatigued after a day devoted to the internal affairs of the college. . . . After it was all over, he had relaxed himself upon his chair and asked whether it was all worth while. He had started a few years before full of hope and zeal." Discusses various plans and difficulties encountered with them. "The President felt a certain glow as these projects past in review thru his mind. . . . Full of the new policy the President closed his reverie and his desk and went out on the campus. He met a group of students who greeted him with a cheery air of comradeship but with perfect respect. . . . After all, he said, in the mental revulsion which followed in his clearer moments, does not the American nation need a group of institutions where numbers shall not be a bar to close acquaintanceship, where each student shall have the peculiar training he needs."

470. Theory and Practice. *Dial*, 28: 425–427, June 1, 1900.

Comments on "The Perplexities of a College President" in *Atlantic Monthly*. (See No. 443). "Its easy and picturesque style served as the vehicle for a theory of educational administration that we are bound to characterize as both perverse and pernicious, and that deserves to be disentangled from the plausible rhetoric in which it is set forth."

471. THOMPSON, WILLIAM OXLEY, 1855–1933. Report of the Committee on University Control. *In* National Association of State Universities, *Proceedings*, 1931, p. 122–144, including discussion following. (*Author:* President Emeritus, Ohio State University.)

Contains a section on "The President" (p. 133–134) defining his duties and responsibilities. "No Board of Regents or Faculty can ever rise in popular esteem above the popular esteem of the President. . . . There is a sense, therefore, in which the high character, the administrative ability, the executive efficiency, and the leadership of a President constitute the greatest asset the university has. The consciousness of this responsibility may well burden the heart of any President with a conscience and a sense of honor." Comment on entire report by President G. H. Denny, University of Alabama: "I am sure all of us will agree that this paper is the most able, far-reaching, important, and intelligent paper we have ever heard." Thirty-five hundred copies distributed.

472. THWING, CHARLES FRANKLIN, 1853–1937. **The Satisfactions of Being a College President.** *In* National Education Association, *Proceedings*, 1900: 455–456. (*Author:* President, Western Reserve University, and Adelbert College, Ohio.)

Abstract of address before Department of Higher Education, N.E.A. Discusses some opportunities and satisfactions which college presidents enjoy—opportunity of being with youth; opportunity of being with scholars and gentlemen; opportunity of meeting the best people on their best side; opportunity of doing a work that unites the executive and the scholastic; opportunity of transmuting wealth into character; opportunity of associating with a lasting institution, the American college; and satisfaction of giving inspiration, training, and equipment to American youth.

473. ———. **The Sorrows and Joys of a College President.** *Independent*, 54: 1890–1894, August 1902. (*Author:* See No. 472.)

"There are difficulties and trials—I find they are seven in number—which do belong to the work of the college president." Lists and discusses inability to pay proper salaries, presence of unworthy teachers whose tenure is unlimited, conservatism of communities and Boards of Trustees, unfair reports in newspapers, people who fail to appreciate the great differences between colleges, interruption of scholarly habits and work, saying goodbye to students who are not coming back after four years. But "to me the joys of a college presidency are far greater than its trials." Lists and discusses transmutation of values, the institution-building sense, associates and associations, the subsequent careers of his students ("perhaps the keenest satisfaction approaching most closely a sense of triumph") and the feeling of "doing somewhat to make this world a better world."

474. TUNIS, JOHN ROBERTS, 1889– . **The College President.** *Harpers*, 174: 259–267, February 1937.

Reports in conversational style the methods and mistakes of President Browne of "Mammoth State University" in dealing with faculty members, athletic conditions, and educational reforms. Concerning the president: "Seventy percent of his success depends on having a good secretary." Concerning educational reform: "Faculty members and their wives were telephoning faculty members and their wives, and don't imagine the wives weren't interested or able to form an opinion on anything so radical as transforming Mammoth into an educational institution." Generalization: "Every good administrator compromises. . . . First of all he must keep the machine running."

475. TURBEVILLE, GUS, 1923– . **The College President.** *Assoc. Amer. Coll. Bull.*, 39: 464, October 1953. (*Author:* President, Northland College, Wisconsin.)

Brief extract from inaugural address as president of Northland College, May 16, 1953. "There will be a fundamental day of reckoning for all of us. A judgment will be made on college presidents, and when the roll is called for those presidents who lived up to the responsibilities of their positions . . . I hope with all my heart that I can stand up and be counted." Names 13 of the responsibilities involved.

476. UHRBROCK, RICHARD STEPHEN, 1894– . **Is College Leadership Bankrupt? College Executive's Preoccupation with Material Things Has Resulted in a Neglect of Intellectual Standards.** *Jour. Higher Educ.*, 6: 1–11, January 1935. (*Author:* "A former college professor who now holds a research position in a leading manufacturing organization.")

"The typical college administrator of today must devote his time to the financial and material aspects of the situation . . . I have come to the opinion that college administrators do not have the right to strive too vigorously for recognition and honor beyond the colleges that they are paid to administer. . . . If a college administrator tried to put into effect some of the ideas I have just put down on paper, he would find himself in the exact center of a merry little hell of his own making."

477. **University Administration.** *Independent*, 53: 2425–2427, Oct. 10, 1901.

Editorial comment on resignation of Seth Low as president of Columbia University. "Nowhere, possibly, is one man's power more unquestionably accepted than in boards of trustees of American colleges and universities. There are good reasons for concentrating the administrative power of a college in the hands of a president. . . . With the growth of colleges into universities, however, we have in a measure begun to comprehend the great functional difference between college and university work. The duty of the university is not primarily to teach." Compares conditions and leadership needs of the newly developing American university with "the great German universities." Predicts that in the future "the educational policy will necessarily be left more and more to the wisdom of faculties, and to the administrative direction, from year to year, of some officer chosen by the professional body, and essentially resembling the German rector."

478. Van Hise, Charles Richard, 1857–1918. The Appointment and Tenure of University Professors. *In* Association of American Universities, *Proceedings*, November 1910, p. 50–61. (*Author:* President, University of Wisconsin.)

Contains a section, "The Powers of the President" (p. 55–58). "The president of the university for the great majority of institutions in this Association occupies a very important place in the building-up of the staff. The question therefore arises as to whether his authority should be curtailed. During the past half dozen years a number of papers have appeared which have strongly urged this, not only with reference to appointment and removal, but in other directions. The writers of some of these have gone so far as to state that the office of president should be abolished." Gives references to four such articles (1905–1908) not included in the present bibliography. Shows why proposed curtailment would be undesirable and harmful to universities.

479. Veblen, Thorstein B., –1929. *The Higher Learning in America: A Memorandum on the Conduct of Universities by Business Men.* New York: Sagamore Press, Inc., 1957. (American Century Series.) With Introduction by Louis M. Hacker, Dean, Columbia University. 1st ed., 1918. (*Author:* Lecturer in Economics, University of Missouri.)

"The *Higher Learning in America* was, at the time of its publication, acknowledged the profoundest analysis ever made of the American university system. . . . His strictures are as applicable today as they were four decades ago; his elaborate and even grotesque style just as wryly amusing; his insights just as startling."—Publisher's announcement. Relatively little treatment of the university presidency, except by implication, but some consideration in Chapter 3, "The Academic Administration" (p. 62–97). "Now, in accepting office as head of a university, the incumbent necessarily accepts all the conditions that attach to the administration of his office, whether by usage and commonsense expectation, by express arrangement, or by patent understanding with the Board to which he owes his elevation to this post of dignity and command. By usage and precedent it is incumbent on him to govern the academic personnel and equipment with an eye single to the pursuit of knowledge, and so to conduct its affairs as will most effectually compass that end. . . . It should be kept in mind also that the incumbent of executive office is presumably a man of businesslike qualifications, rather than of scholarly insight—the method of selecting the executive heads under the present regime makes that nearly a matter of course."

480. Vincent, George Edgar, 1864–1941. "The Relationship of Mr. Rockefeller and President Harper." In *The William Rainey Harper Memorial Conference*, (No. 51), p. 129–131. (*Author:* Former President, The Rockefeller Fund, New York, 1917–1929; Former President, University of Minnesota, 1911–17.)

"Dr. Harper, toward the end of his life, told me that Mr. Rockefeller had never expressed an opinion or exerted the slightest influence with respect to university policies or personnel. . . . From the outset, then, the University of Chicago, sometimes called a Standard Oil institution, a capitalistic university, was in reality singularly free and untrammeled."

481. Vonk, H. J. University Problems in Holland after the War. *AAUP Bull.* 33: 464–473, Autumn 1947. (*Author:* Faculty member, University of Utrecht, The Netherlands.)

Discusses four problems, one of which is administrative organization. "A central figure for the direction of the university—like a President in American universities—is lacking. . . . It is against this mode of organization that much criticism is directed. The critics desire a central figure who is the responsible and stimulating manager of the university."

482. Weigle, Richard Daniel, 1912– , *chairman.* Commission on Liberal Education. *Assoc. Amer. Coll. Bull.*, 42: 133–136, March 1956. (*Author:* President, St. Johns College, Maryland.)

Report of the Commission at annual meeting of the Association, St. Louis, January 1956. "As a first principle the Commission holds that the college president himself must be a liberal educator. He must bear the personal responsibility for leadership in providing the liberal arts in his own institution. . . . In acknowledging this fundamental responsibility, the members of the Commission were acutely and unanimously aware of a serious exhaustion of their own mental resources.

. . . This means then that the individual members of the Commission sense their need as presidents for a regeneration of spirit, a building of new understandings, and a replenishment of intellectual reservoirs. . . . As for the Commission, it has committed itself to a rigorous experimental period of reading, study and discussion of philosophic and psychological bases of liberal arts education. It suggests for this purpose a full week during the early summary in some relatively inaccessible place." For report of this suggested meeting, see "The Pugwash Experiment" (No. 492), also No. 483.

483. ———, *chairman.* Commission on Liberal Education. *Assoc. Amer. Coll. Bull.,* 43: 165–169, March 1957. (*Author:* See No. 482.)

Report of the Commission at annual meeting of the Association, Philadelphia, January 1957. Reports results of "an experimental conference designed to provide new intellectual stimulus to mentally weary college presidents" as recommended in report the previous year (No. 482). "This project was conceived out of a conviction that the president himself must lead the way in any revitalization of the liberal arts in his own institution; also out of an admission of serious depletion of presidential intellectual reservoirs through constant distraction and busyness." Reports briefly conference of 12 members of the Commission and their wives at Pugwash, Nova Scotia, in July 1956. For fuller report see No. 492. Recommends "that the Pugwash Experiment be expanded in the summer of 1957 to provide for four conferences." For report of these four conferences, see also No. 492.

484. ———, *chairman.* Commission on Liberal Education. *Assoc. Amer. Coll. Bull.,* 44: 150–154, March 1958. (*Author:* See No. 482.)

Report of the Commission at annual meeting of the Association, Miami Beach, Florida, January 1958. "The Commission can report progress in another knotty problem, that of the college president himself. Four intellectual life conferences were held at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado, during the summer of 1957" as recommended in the previous report (see No. 483), three for presidents, one for deans. Brief report of the conferences with references to fuller report being prepared by F. L. Wormald. (See No. 492.) "Without exception, the participants found the experience a fruitful and revitalizing one." Recommends "a further extension and expansion of the Pugwash Experiment for the year 1958" to include eight conferences, six of them for college presidents. "This program depends upon the availability of financing."

485. What Does a University President Do? A Day's Story by One Who Does It. *Jour. Higher Educ.,* 12: 291–295, June 1941. (*Author:* "President of a large university.")

Reports wide variety of activities involving relations with board, dean, faculty, students, and business men, on many and varied topics.

486. WHITE, GOODRICH COOK, 1889– . Do We Believe in Education? *Assoc. Amer. Coll. Bull.,* 42: 22–34, March 1956. (*Author:* President, Emory University, Georgia.)

Discussion of many aspects of college education and the responsibility of the president for leadership in them. "If I were facing the prospect of another decade or so as a college president, I would set myself with resolute determination to guard some time for thinking about my job: not in terms of budgets and buildings and burgeoning student bodies, of promotion and propaganda and public relations, but in terms of what education really is or ought to be—what we are trying to do, what we ought to be trying to do, how well we are doing it, and how we might do it better. I should want to dip beneath the surface." For comments see No. 554.

487. WILKINS, ERNEST HATCH, 1880– . Professor Administrant. *AAUP Bull.,* 27: 18–28, Feb. 1941. Reprinted in *Assoc. Amer. Coll. Bull.,* 27: 419–428, October 1941. (*Author:* President, Oberlin College, Ohio.)

"I submit that when a man becomes a dean or president, the reaction on many of his colleagues is from the start, and continues to be, adverse and suspicious. . . . Broadly speaking, the president's task falls into two parts: the first is the direct support of teaching, learning, and research; the second is everything else—and that emans very much else. . . . The complex nature of the president's job may be suggested by a list of the groups of people with reference to which he has constantly to think and act. There are ten such groups: (1) members of the faculty, (2) the rest of the staff, (3) students, (4) trustees, (5) alumni, (6) parents of students, (7) townspeople, (8) donors—actual and potential, (9) members of various committees, conferences, or other organizations exterior to the college, and (10) the general public. . . . Some of you will be asked to become professors administrant. Perhaps this present analysis may help—one way or the other—in the making of your decision." For comment, see No. 458.

488. Williams, Lloyd P. Some Heretical Reflections on Educational Administration. *Jour. Higher Educ.*, 27: 182–188, April 1956. (*Author:* Dean, Muskingum College, Ohio.)

"It is the thesis of this paper . . . that administration in general and educational administration in particular are a much overrated commodity—perhaps the most overrated commodity on the market today. . . . The specific function of an educational administrator is to facilitate the accomplishment of the scholarly enterprise of research, writing, and teaching. Regretably, much that now passes for administration in education performs precisely the reverse function."

489. Wilson, Logan, 1907– . *The Academic Man: A Study in the Sociology of a Profession.* London, New York, Toronto: Oxford University Press, 1942, viii, 248 p. (*Author:* Professor of Sociology, Tulane University, Louisiana; later, President, University of Texas.)

Chapter 5, "Profesor Administrant" (p. 71–93), contains brief consideration of the president (p. 84–90). "The king-pin in the social organization of the university is the president. No other employee occupies a status involving duties so diverse, complex, and far-flung. . . . Strictly speaking, the university president is not an academic man in any sense of the word, and the treatment of his roles will therefore be cursory. In the vast majority of instances, however, he has been a professor at some time during his career. . . . One well-known commentator has stated that not more than a third of the group is derived from the ranks of professors. An investigation of the occupational experience of presidents of 30 leading graduate institutions in this country reveals that only two of the major executives have had no professorial experience. . . . Although the professor may have begun as a scholar or scientist, the chances of his continuing as such are almost nil, so manifold are pressures upon his time."

490. ———. Academic Administration: Its Abuses and Uses. *AAUP Bull.*, 41; 684–692, Winter 1955. (*Author:* President, University of Texas.)

Address before Chapter of American Association of University Professors at the Agricultural and Mechanical College of Texas, November 4, 1954. Abuses discussed: Wrong Kind of Men as Administrators, Misconceptions of What Should Be Done, Structural Inadequacies and Weaknesses, Bottlenecks at the Top, Lack of Time for Thinking and Planning. Uses: Getting and Keeping a Strong Faculty, Allocation of Resources Equitably, Keeping Proper Balance in the Over-all Educational Program, and "perhaps the most basic to catalyze a diversity of elements into an effective whole."

491. Wormald, Frederick Leighton, 1911– . School for Presidents. *Assoc. Amer. Coll. Bull.*, 41: 496–503, 1955. Summary in *Higher Educ.*, 12: 60, December 1955. (*Author:* Assistant to the Director, Association of American Colleges, Washington, D.C.)

Describes the purposes, methods, and results of the Institute for College and University Administrators conducted by the Harvard Business School and sponsored by the Association of American Colleges in the summer of 1955, attended by 39 college presidents with less than 3 years of service, selected from 120 who met this qualification. See also No. 493.

492. ———. *The Pugwash Experiment: An Essay in Liberal Education.* Washington: Association of American Colleges, 1958. 72 p. With Foreword by Richard D. Weigle, Chairman of Commission on Liberal Education. (*Author:* See No. 491.)

An extensive report of conferences of college presidents held in summers of 1956 and 1957 at Pugwash, Nova Scotia; Sewanee, Tennessee; and Wagon Gap, Colorado, as recommended by the Commission on Liberal Education of the Association of American Colleges. (See Nos. 482, 483, 484.) Presented in four major sections: Genesis and Exodus 1956, The Second Year, Organization and Method, Results and Prospects. Appendixes include names and institutional connections of all participants, books suggested by participants, and financial statement for 1957 conferences, totaling $25,879. "Serious and sympathetic observers of American higher education in recent years have noted with concern that it is becoming steadily harder for the college or university president to fulfill his traditional role as leader of a community of scholars. . . . Intellectual interests, however, like social acquaintance, wither for lack of cultivation, and this is just what many college presidents, by their own confession, find little or no time for. Reading and reflection are far easier to sacrifice than the insistent claims of practical affairs." Method: "Discussion sessions were to be held each morning from ten o'clock to twelve noon. . . . Any discussion of administrative or financial problems, whether in or out of sessions, was absolutely forbidden for the duration of the conference." Evaluation: "The unanimous judgment of the participants, after they had gone back home and had had time to reflect on their experience, confirmed the evidence of their immediate reactions that the tonic effect was all that had been hoped for. Several of them described the conference as the greatest intellectual experience of a lifetime; one said that the whole world looked different. . . . The Pugwash experiment was founded on the assumption that the 'conversion' needed to restore the college administrator to a position of scholarly leadership entails the revival of his capacity and taste for study and reflection. The test of its success is the extent to which such revival was achieved. . . . The initial evidence is encouraging." States that "half of the total of 54 presidents and deans who attended the 1957 conferences reported that action of one kind or another inspired or materially influenced by the Pugwash experience had been taken or was definitely planned on their own campuses."

493. Wriston, Henry Merritt, 1889– . Looking at the College Presidency in Retrospect. *Assoc. Amer. Coll. Bull.*, 41: 504–518, December 1955. Same, condensed, in *Coll. & Univ. Bus.*, 20: 23–26, April 1956. (*Author:* President Emeritus, Brown University, Rhode Island.)

Address before the Institute of College and University Administrators, Harvard University, June 24, 1955. (See No. 491.) Discusses, at times somewhat lightly, experiences of the president with reference to answering mail, meeting appointments, reading and writing, speaking, building and architecture, choice of faculty, "care and feeding of professors," and relations to the governing body. Conclusion "There is room in higher education, however, for a professional administrator. . . . In this career he can find profound satisfactions, his own share of good, clean fun, and a rich, deep-down joy, as well as some frustration, many disappointments, and occasional heart-break." Included in No. 72.

494. Zunzer, Robert Ferdinand. *Robert Maynard Hutchins' Conceptions of the Functions and Structures of Higher Education.* Stanford, Calif.: 1951. Abstract in Stanford University, *Abstracts of Dissertations* . . . 1951–52, p. 728–731.

Unpublished doctoral dissertation (Ed.D.) at Stanford University. Discusses President Hutchins' conception of four focal or intellectual functions and six extraintellectual or contextual functions of a university.

*See also* Nos. 25, 26, 36, 37, 38, 41, 43, 44, 53, 57, 59, 62, 63, 66, 67, 68, 72, 77, 90, 163, 209, 212, 229, 238, 276, 282, 287, 504, 508, 520, 557, 575, 592.

## 2. To Boards of Control

495. Avery, Samuel 1865–1936. Report of the Committee on College Organization and Policy. *In* Association of American Agricultural Colleges and Experiment Stations (Now American Association of Land-Grant Colleges and State Universities), *Proceedings*, 1915 (29th Annual Meeting), p. 104–123. (*Author:* Chancellor, University of Nebraska.)

Presents detailed tentative outlines of a plan for a national study of college organization and policy, including the functions of the president and his relations to the boards of trustees. Includes a bibliography of 33 books and 99 magazine articles on college organization and administration, some of them annotated.

496. Beck, Hubert Park, 1907– . *Men Who Control Our Universities: The Economic and Social Composition of Governing Boards of Thirty Leading American Universities.* New York: King's Crown Press, 1947. 229 p. With Foreword by George S. Counts.

Doctoral dissertation at Teachers College, Columbia University, 1945. Chiefly concerned with boards of trustees, but frequent references to presidents, especially their appointment, dismissal, powers, and membership on boards.

497. Boucher, Chauncey Samuel, 1886–1955. The Relation of a College President to His Governing Board. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1941, p. 43–54. With discussion by R. W. Devoe of Nebraska, and others. (*Author:* Chancellor, University of Nebraska.)

"I once heard a president, speaking confidentially, refer to his board as 'a bunch of ignorant, meddling, peanut politicians and busybodies.' A president with such an attitude cannot hope for a successful administration of his institution. . . . On the contrary, a president should regard his board as his best guide, counselor, and friend; as his greatest source of strength in the development of a constructive educational program; as his best and safest bulwark in time of storm and stress." Topics discussed: Complete Intellectual Honesty Necessary, Board Should Be Fully Informed, President Must Be Patient, Administrative Council Helpful, Good Public Relations Essential.

498. Brubacher, John Seiler, 1898– , *and* Rudy, Willis. *Higher Education in Transition: An American History, 1636–1956.* New York: Harper & Bros., 1958. viii, 494 p. (*Authors:* (1) Professor of History and Philosophy of Education, Yale University; (2) Associate Professor of History, State Teachers College, Worcester, Massachusetts.)

One section, "The President and Board of Control" (p. 26–30), traces three aspects of the presidency in first three American colleges, Harvard, William and Mary, and Yale, reasons for their their adoption, and subsequent development of the office. "Till the end of the Revolutionary War, college presidents were almost without exception gentlemen of the cloth. . . . On the whole, men chosen to be presidents were a capable lot, some of them actually achieving distinction beyond the walls of their colleges." Evaluation of the presidency traced throughout the volume (p. 72, 308, 351–352, 358, 384). "An Eliot or a Gilman could make his university world famous; a poor president could set his school back for many years."

499. Burgess, Kenneth F., 1887– . The Trustee Function in Today's Universities and Colleges. *Assoc. Amer. Coll. Bull.*, 44:399–407, October 1958. (*Author:* President, Board of Trustees, Northwestern University, Illinois.)

"The basic duties of trustees of colleges and universities are, it seems to me, three in number. The first is to select the president of the university and also . . . to have a hand in selecting the officer or officers who in the normal course of promotion may succeed . . . to the presidency."

500. Butler, Nicholas Murray, 1862–1947. University Administration in the United States. *Educ. Review*, 41: 325–344, April 1911. (*Author:* President, Columbia University.)

A verbatim transcript of testimony "taken, by permission, from the official Minutes of Evidence before the Royal Commission on University Education, in London, Thursday, July 4, 1910, and just published in London." President Butler answered a wide variety of questions by the eight members of the Commission concerning numerous aspects of American higher education, including major phases of government of a university by a president and board of trustees rather than by faculty, and membership of the president on the Board (p. 329–332).

501. Chambers, Merritt Madison, 1899– . State Universities and the Courts in 1939–40. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1940, p. 107–113. (*Author:* Staff Member, American Youth Commission of American Council on Education, Washington, D.C.)

Discusses case of Clifford B. Jones, elected president of Texas Technological College in 1938. Injunction to restrain the Board was reversed by higher court. Reasons for both actions stated and their significance considered.

502. Craighead, Edwin Booth, 1861–1920. Functions and Limitations of the Governing Board. *In* National Education Association, *Proceedings*, 1913: 502–507. Reprinted in *Science*, 23: 319–326, Sept. 5, 1913. (*Author:* President, University of Montana.)

Address at meeting of the N.E.A., Salt Lake City, July 9, 1913. Chiefly concerned with boards of trustees but also considers uses and abuses of the presidential office, and difficulties of presidents with boards of trustees. "My own experience as a college executive confirms the opinion that the university career is becoming more and more repulsive to men of real ability. . . . What, then, is the matter with the university? Scores of able men, whom I much admire, would lay foul hands upon the university president as though he were the cause of our academic slavery. They denounce him as an autocrat and a tyrant who, having seized every prerogative that he did not find nailed down, 'holds a Damascus blade over other men's lives, careers, reputations.' . . . There are in our universities able men and otherwise lovely souls to whom the very sight of a university president seems to be, if one may judge them by their words, like the waving of a red flag to an enraged beast. . . . It is doubtless true that some men, possibly many, have become college presidents not because of their merit, but because they are skillful politicians or successful wire-pullers, and it is also true that such men, when once they get into office usually employ the methods of politicians and bosses. . . . Such presidents soon drive from the universities all the independent and high-spirited professors who can find places in other institutions."

503. Davenport, Eugene, 1856–1941. The Administrative Relations between the Board of Trustees, the College President, and the Dean or Director. *In*

Association of American Agricultural Colleges and Experiment Stations (now American Association of Land-Grant Colleges and State Universities), *Proceedings*, 1910, (24th annual meeting), p. 148–151. (*Author:* Dean, Agricultural College, University of Illinois.)

Contrasts "two fundamentally different doctrines of university organization and administration." States that "a good many people believe that American universities are affected by a disease which might be known as 'presidentitis'." Expresses his belief, however, that "the president is . . . the one and only man who can represent it [his institution] as a whole, either before the board of trustees or the public." Distinguishes between administration and work.

504. Elliott, Edward Charles, 1874–1960, *and* Chambers, Merritt Madison, 1899– . *Charters and Basic Laws of Selected American Universities and Colleges.* New York: Carnegie Foundation for the Advancement of Teaching, 1934. 640 p. (*Authors:* (1) President, Purdue University, Indiana; (2) Honorary Fellow, Ohio State University.)

Quotes extensively from enactments with reference to 51 institutions, both publicly and privately controlled, whose names are given. Concerned most extensively with powers and duties of governing boards, but index shows that it deals also with various legal provisions regarding the president in some institutions—his annual reports, membership on governing boards, method of choice, powers, and duties.

505. ———; ———; *and* Ashbrook, William Alfred, 1874– . *The Government of Higher Education: Designed for the Use of University and College Trustees.* New York: 1935. 289 p. (*Authors:* (1) See No. 504; (2) see No. 504; (3) Assistant Professor, Kent State College, Ohio.)

"This book is the outcome of personal convictions developed through a number of years of varied experience, in different parts of the country, with the membership and activities of governing boards of American institutions of higher education."—Preface. Consists of 554 questions and answers. Contains one chapter "The Board and the President of the Institution" (p. 186–192), consisting of questions No. 411 to No. 425 inclusive, dealing incisively with various practical questions.

506. Fesler, James W. The Functions of Boards of Trustees. *In* National Association of State Universities, *Proceedings*, 1924, p. 61–67. Discussion of this and of later paper by R. M. Hughes (No. 512), pp. 74–86. (*Author:* President, Association of Governing Boards of State Universities and Allied Institutions; President, Board of Trustees, Indiana University.)

Discusses the legal and the practical functions of the Board, and especially its relationship to the presidency. "It is not an easy matters to say where the functions of the Board end and the responsibility of the President begins. . . . I venture to suggest the method of operation of the Board of Trustees with which I am most familiar. There the relationship with the President of the University has been that of a partnership in all matters affecting the university, with the President sitting as the senior partner. While he has no vote, his opinion has been sought upon every matter of university interest and his voice has been the most influential one with the Board of Trustees. Within the range of very personal observation, covering a period of some 22 years, we have invariably attained the results best calculated to promote the higher welfare at our institutions by giving to our President the deciding vote in college questions pertaining to academic and administrative control, and reserving to the decision of our Board the multitudinous problems of business administration." Discussion of this paper and that of President Hughes (No. 512) by Regent J. E. Beall, President A. Ross Hill, President Thompson, President Little, Dean Sellery, and Regent Burton (p. 74–86).

507. Futrall, John Clinton, 1873–1939. The Rules and Regulations for Administration of a University. *In* National Association of State Universities, *Proceedings*, 1927, p. 78–83. (*Author:* President, University of Arkansas.)

States that a university faculty had "spent several months in working out a rather complete code," but that "immediately it developed that there was serious opposition on the part of several members of the Board." Discusses nature of these objections. "Copies of the proposed rules for the University of Arkansas were sent to a considerable number of presidents of universities which are members of this Association. Many of these devoted considerable time to the study of the document and to writing out their opinions. Almost all of these opinions were unfavorable." Quotes significant extracts from 10 replies.

"It seems quite probable that the University of Arkansas trustees will not adopt the code . . . without changes which will render the rules more flexible."

508. Goetsch, Walter R. Organization of the University for Administration and Development. In *Current Trends in Higher Education, 1948* (Ralph W. McDonald, editor), Washington: Department of Higher Education, National Education Association, 1958, p. 160–166. (*Author:* Associate Professor of Higher Education, State University of Iowa.)

Considers the functions of the Board of Control and the President, and numerous other topics. "When more than one executive officer is appointed by the Board of Control then dual or multiple control of administration results. The available evidence points clearly to the conclusion that single control is much to be preferred over dual or multiple control. In small institutions the president can handle directly many of the problems which come up for decision. However, as the institution grows, this becomes increasingly more difficult."

509. Hardin, Clifford M. The Life of a New President. *In* Association of Governing Boards of State Universities and Allied Institutions *Proceedings*, 1958, p. 75–81. (*Author:* Chancellor, University of Nebraska.)

Discusses various ways in which members of boards of trustees may aid a new president in getting adjusted to his new duties and in working for the good of the institution.

510. Heald, Henry Townley, 1904– . A Trustee's Responsibility. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1954, p. 62–67. (*Author:* Chancellor, New York University.)

"May I suggest four points to keep in mind when any of you find yourselves involved in the selection of a new president: First, very few educators ever expect or desire to be college presidents. The one you want will not apply for the post. . . . Second, the procedure you follow should not embarrass either you or the candidates. . . . Third, you should try to avoid a provincial point of view. . . . Fourth, don't flaunt your differences in public."

511. Hollis, Ernest Victor, 1895– . *Director. State-Controlled Higher Education in Arizona.* Tucson, Ariz.: Board of Regents of the University and State Colleges, 1954, xii, 288 p. (*Author:* With U.S. Office of Education.)

Chapter VI, "Administrative Organization of the Colleges" (p. 113–145), discusses the function of the president in the administrative process. "The peculiar genius of a president lies in his ability to harmonize the practical proposals of his operating staff with the broader considerations of public policy held by the Board."

512. Hughes, Raymond Mollyneaux, 1873–1958. The Functions of Boards of Trustees. *In* National Association of State Universities, *Proceedings*, 1924, p. 67–74. Discussion of this and an earlier paper by J.W. Fesler (No. 506), p. 74–86. (*Author:* President, Miami University, Ohio).

Traces change in degree of responsibility of the president with increase in size of institutions. Chiefly concerned with relations of the board of trustees and faculty. "The faculty also feel that they should have a part in the selection of president, deans, and professors. On this point there are now all varieties of practice and opinion." Discusses some of them. Concerning tenure, says: "In growing, changing institutions, as most of our state universities are today, a man is less likely to be able to serve in a highly satisfactory way as president for a very long period." Lists 16 duties and functions of trustees, 7 of presidents, and 5 of the faculty. In his discussion of President Fessler's paper, President Hughes tells of his practice of visiting college classrooms to observe instructors and their teaching methods (p. 85–86).

513. James, Herman Gerlach, 1887– . First Aid for University Trustees. *Sch. & Soc.*, 47: 681–686, May 28, 1938. Reprinted in *Assoc. Amer. Coll. Bull.*, 24: 304–313, November, 1938. (*Author:* President, Ohio University.)

"The most important single function performed by the trustees is the selection of a president. If they succeed in this, their troubles for the time being are over. If they fail, their troubles are continuous until the incumbent dies, resigns, retires, or is removed and a successful choice is made." Considers major requirements for a successful choice, including educational experience and personal characteristics. "University presidents should be chosen from within university ranks." Strongly advocates limitation to a 10-year normal term of service. Suggests establishment of "a central clearing house of personnel information in connection with some central body such as the American Council on Education in which current information concerning men in university administrative positions will be available." (For comments on this suggestion by A. C. Wilgus, see No. 236.) Closes with brief series of "dont's." "Don't expect your choice to be a 'business man.' . . . Don't look for an 'expert in education.' There is no such animal. . . . Don't look for a 'money raiser.' . . . Don't demand a 'public speaker.' . . . Don't insist on knowing a man's political or religious beliefs. . . . Finally don't expect a paragon of virtues such as you have never known. If you found him, he would be so far above not merely the faculty, but the trustees themselves, that he would be impossible to live with. There are plenty of A–1 men who will do a 'bang-up' job while still falling short of the glory of God."

514. Knight, Edgar Wallace 1885–1953, *Chairman. Higher Education in the South: A Report on Cooperative Studies under the Auspices of the Committee on Work Conferences of the Southern Association of Colleges and Secondary Schools.* Chapel Hill, N.C.: University of North Carolina Press, 1947. ix, 171 p. With preface by O. C. Carmichael. (*Author:* Professor of Education, University of North Carolina.)

Contains 12 chapters, of which one dealing with "Organization and Administration of Higher Education" (p. 103–118), considers the functions of the presidency. "Above all, the Board relies upon the President, as the chief administrator and executive of the institution, to keep it informed. . . . The president also represents the institution to the public."

515. Lubbers, Irwin Jacob, 1895– . *College Organization and Administration: Current Practices in Independent Liberal Arts Colleges.* Evanston, Ill.: Northwestern University, School of Education, 1932. xi,155 p. 78 tables. 2 charts. (*Author:* Associate Professor of Education, Carroll College, Wisconsin.)

Doctoral dissertation at Northwestern University. Based upon a study of 193 non-Catholic liberal arts colleges, with personal visits to 20 of them. Chapters devoted to Controls in Administration, General Administration, Business Administration, Instructional Administration, Student Personnel Administration. Only brief specific consideration of "The College President" (p. 33) giving his status with reference to the board of trustees, but incidental reference to him, directly or by implication, elsewhere. Bibliography, 22 titles.

516. McAllister, Charles Eldridge, 1893– . *Inside the Campus. Mr. Citizen Looks at His Universities.* New York: Fleming H. Revell Co., 1948. 247 p. and unpaged section of tables of 102 pages. (*Author:* President, Association of Governing Boards of State Universities and Allied Institutions; Regent, State College of Washington.)

Based on personal visits to 89 institutions whose names are given. "This survey is unique in that it is one of the few educational studies based on personal interviews and not largely assembled by correspondence. . . . The study is also unique in that never before in the history of American education have so many institutions been visited within a span of one year. . . . Again the study is unique in that it is the first of its kind attempted from the point of view of the governing boards. . . . While this study is primarily concerned with the governing boards of the great state colleges and universities, visits were made to some privately controlled institutions for purposes of comparison." Names of 10 such private instituitons given. Contains one chapter, "Relations between Boards of Regents and Presidents, Faculty, Non-Faculty Personnel, and Alumni" (p. 211–218). "Two principles should govern the relations between higher educational administrators and the boards of control. The first is that the board clearly understands the powers conferred upon it and sees that those powers are exercised intelligently and to the fullest extent. . . . The second is that the president should be held responsible for all details of administration, and boards should confine themselves to the powers reposed in them and not interfere with administrative details, unless a situation develops in which the administration shows itself incapable of conducting the institution. . . . There is considerable variation throughout the country in the extent of power that may be exercised by presidents, irrespective of their boards." Gives numerous examples and bibliography of 29 manuals of institutions, defining powers and duties of boards and of presidents. Also, in table 11, following p. 248, lists 18 institutions in which responsibility of presidents vary from the general practice followed in most institutions.

517. ———. Mr. Citizen Looks at His Universities. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1947, p. 53–71. (*Author:* See No. 516.)

An informal but extensive presentation of the substance of his study of 86 institutions reported more fully in his volume, *Inside the Campus* (No. 516). Includes consideration of functions of the president and his relation to boards of regents, faculty, and other groups. "Presidents of colleges and universities constitute a class by themselves. After interviewing 85 of them, I came to the conclusion that there should be a special place for them in Heaven, although some people were so unkind as to suggest that I must not be too sure of their ultimate destination. As a group they reveal a high sense of dedication to their task. Few men are subjected to as great pressures, anxieties, unending concerns, faculty rivalries, financial concerns and responsibilities."

518. McConn, Charles Maxwell (Max), 1881–1953. Prexy's Perilous Job: There Must Be Something Wrong with the System when Fifty-Five of our Colleges Change Their Presidents in a Nine Months' Period. *North Amer. Review*, 229: 475–482, April 1930. (*Author:* Dean, Lehigh University, Pennsylvania.)

Comments on article by Archie M. Palmer (No. 180). "These changes represent a turnover of 7.3 percent in 9 months. Surely this is an alarming rate of academic mortality. . . . It may be worth while, therefore, to inquire how the college or university presidency has come to be the dangerous trade it is, and what, if anything, can be done about it." Considers conditions in European countries and the unique trustee-president system in the United States. Recommends abolition of present boards of trustees and substitution of boards "drawn from those three thoroughly informed and keenly interested groups. To be concrete, let me propose a board of twelve: six members of the faculty, elected by the faculty; three honor seniors, elected by the class; three alumni, elected by the alumni association. . . . I am almost sure that the results would be very fine—in which case the new plan would certainly be widely imitated and the American College Presidency might cease to be a dangerous trade."

519. McVey, Frank LeRond, 1869–1953. Administrative Relations in Colleges: Faculty, President, and Trustees. *AAUP Bull.*, 15: 226–229, March 1929. (*Author:* President, University of Kentucky.)

Address delivered at inauguration of H. L. Donovan as president of Eastern Kentucky Teachers College, October 26, 1928. "The contention which is upheld in these pages is very brief. . . . The theme can be stated in the following form: Boards of trustees and faculties are cooperating factors in American education and administrative officers are their executive agents. . . . In this triple relationship none assumes arbitrary powers but all work together, each in his respective field. . . . With this shift in view, the president becomes an advisory officer with executive functions. He is particularly charged with the development of mutual esteem and respect between the board of trustees and the faculty group."

520. McVey, Frances Jewell. *A University is a Place . . . A Spirit: Addresses and Articles by Frank LeRond McVey, President, University of Kentucky, 1917–1940.* Collected and Arranged by Frances Jewell McVey. Lexington, Kentucky: University of Kentucky Press, 1944. xix, 458 p. (*Author:* Widow of President McVey.)

Contains 85 articles and addresses, or excerpts from them. Four deal particularly with the presidency.

(1) "*To the New President from Past Administrators*" (p. 62–64). Address to President Herman Lee Donovan, his successor as president of the University of Kentucky, May 6, 1942. "It is a place of responsibility, this position of a president, as every man knows who has actually borne the burdens through the heat and cold of the days and years. But it is an interesting office with its obligations and duties. The holder of it has many joys along with many difficulties; he has more opportunity, some influence, and even at times a little power."

(2) "The University and the President" (p. 64–65). Address at inauguration of President Frank P. Graham, University of North Carolina, Nov. 11, 1931. "It is assumed that a university president will be many things, such as teacher, administrator, speaker, wise counselor, advocate of good causes, and go-getter, exciting the admiration of all. Manifestly it is impossible to be all of these. He must of necessity make a choice. In my opinion, the university president of these days must be a thinker and a student of educational problems."

(3) "The Office of University President" (p. 67–80). Address at University of North Dakota. For summary, see No. 49.

(4) "Administrative Relations in Colleges" (p. 80–87). Address at inauguration of President Herman Lee Donovan, Eastern State Teachers College, Kentucky. (Published also in *Sch. & Soc.*, Dec. 8, 1928.) "Three phases of one problem of administration adjustments are to be discussed here. The first has to do with the place of a board of trustees in an American college; the second in contrast concerns itself with the functions of a college faculty; and the third deals with the relationship of administrative officers to board and faculties."

521. Mell, Patrick Hues, 1850–1918. Administrative Methods in American Colleges. *In* Association of American Agricultural Colleges and Experiment Stations (now American Association of

Land-Grant Colleges and State Universities), *Proceedings*, 1908, p. 68–76. Includes discussion by W. E. Stone, M. H. Buckham, W. E. Garrison, and W. H. S. Demarest. (*Author:* Chairman, College Section, from South Carolina.)

Discusses The College Community, The Trustees' Government, The Faculty Government, and The College Presidential Government. Reports one institution in which the chairman of the board of trustees requires weekly reports from the president and sanction by the chariman before any action is taken, and several examples of unprofessional interference with academic responsibilities of president and faculty. States nine characteristics of an "ideal" college president. "Is such a man possible? Men probably closely approaching this type are certainly available." Conclusion: "The college is best served when it is directed by one wise, conservative man. whose mind and heart are united in one great purpose to benefit mankind in the sacrifice of himself."

522. On the Care and Feeding of College Presidents. *Assoc. Amer. Coll. Bull.*, 29: 525–530, December 1943. (*Author:* "Member of a Board of Trustees.")

Quotes numerous members of boards of trustees on lack of proper treatment of them by presidents of higher educational institutions and failure to utilize their abilities effectively.

523. Palmer, Archie MacInnes, 1896– . The College President and His Board of Trustees. *Assoc. Amer. Coll. Bull.*, 17: 505–511, December 1931. (*Author:* Associate Secretary, Association of American Colleges, New York City; President, University of Chattanooga, 1938–42.)

Considers organizational and functional relationships especially in a group of more than one hundred small colleges, intensively studied. In them "two-thirds of the presidents are ex-officio members of their college boards of trustees, and in all but nine instances they enjoy the full voting privilege." Discusses obligations, advantages, and disadvantages of various relationships.

524. Rauh, Morton A. *College and University Trusteeship.* Yellow Springs, Ohio: The Antioch Press, 1959. 112 p. (*Author:* Business manager, Antioch College, Ohio.)

Primarily a practical handbook for college trustees, an outgrowth of meeting of Institute for College and University Administrators held at Harvard University in 1956. Based on personal conferences with many presidents and trustees. Longest chapter, "Trustees and the President" (p. 23–33), deals with qualifications and selection of the president and subsequent working relations with him. Includes four illuminating case studies.

525. Savage, Howard James, 1886– . A Handbook for College Trustees. *In* Carnegie Foundation for the Advancement of Teaching, *30th Annual Report*, 1935, p. 85–92. (*Author:* Secretary, Carnegie Foundation, New York City.)

Consists chiefly of comments on *The Government of Higher Education* (No. 505) but also includes quotations from President Henry S. Pritchett in *Sixth Annual Report* regarding methods of choosing college presidents, and other quotations. States that "the relation between the governing board of an American institution of higher education and its president has long interested the Carnegie Foundation." Conclusion: "This book emphasizes a new the truism that educational statutes are not a satisfactory substitute for administrative wisdom."

526. Schaeffer, John Ahlum, 1886–1941. Inaugural Address of the President of Franklin and Marshall College. *Sch. & Soc.*, 42: 845–850, Dec. 21, 1935.

Given at Lancaster, Pennsylvania, December 6, 1935. Reviews history and purposes of the College. "So, with the background of the great men who have preceded us in the educational life of Franklin and Marshall College, we dare assume that we can continue with increasing force and good. . . . We will try to use our heritage in the hope that our efforts may keep pace with the changing times, always cherishing and trying to live up to those ideals which have been inculcated in us by our masters."

527. Stevenson, John James, 1841–1924. The Status of the American College Professor. *Pop. Sci. Month.*, 65: 748–753, December 1905. Reprinted in *University Control*, (No. 560), p. 370–392. (*Author:* Faculty member, New York University.)

Chiefly concerned with professorial conditions but also considers the responsibilities of the board of control and the president for them. "The president is practically the only source whence the trustees may obtain information respecting internal affairs of the institution as, with rare exceptions, the faculties have no representatives on or before the corporate board. He is the responsible head, the only element known to the trustees."

528. Stevenson, John James, 1841–1924. Academic Unrest and College Control. *Scient. Month.*, 10: 457–465, May 1920. (*Author:* See No. 527.)

Chiefly concerned with academic freedom and increased responsibility of faculty for policy making, but treats also briefly the presidency. "The president is supposed to be a bond [between trustees and faculty] as he is usually a trustee; but, unfortunately, instead of bridging the gap, he is apt to convert it into a wide chasm, over which he may fly in a private aeroplane. . . . In far too many instances, the president was not selected because of fitness to have oversight of the educational work. . . . Everything tends to make him autocratic, as though the college were his personal property."

529. Suzzallo, Henry, 1875–1933. University Organization: What Is Best for Educational and Administrative Efficiency? *In* National Association of State Universities, *Proceedings*, 1924, p. 87–95, with extended discussion, p. 95–106. (*Author:* President, University of Washington.)

Concerned chiefly with various aspects of the governing board, but also discusses The President of the University, His Place with the Board, and The Chief Executive.

530. The Unhappy College President. *Educ. Review*, 48: 320–322, October 1914.

Reports the case of a president of an institution of more than a thousand students who was summarily dismissed by an illegal vote of the board of trustees, presumably because he refused to discharge two professors not approved by the Board. Conclusion: "The treatment often accorded to the college president is far more outrageous than anything which has ever been done, or even alleged to have been done, in the case of a college professor."

531. Wyatts, Ralph J. Satisfying and Effective Relations Between President and Board. *Coll. & Univ. Bus.*, 12: 25–26, April 1952. (*Author:* Vice President, Lawrence College, Wisconsin.)

"Success in maintaining proper relationship between the chief administrator and the board of trustees depends upon the degree to which there exists mutual respect and confidence, a meeting of minds on the basic task of the institution, and a recognition of the functions of the components of the administrative organization."

532. Weeks, Ila Delbert, 1901– . Five Tips for Presidents on Getting Along With the Board. *Coll. & Univ. Bus.*, 20: 33, April 1956. (*Author:* President, University of South Dakota.)

"The effectiveness of administration in colleges and universities is determined in a large measure by how well governing boards adhere to their accepted functions and how well the presidents of these institutions administer the policies set forth by the boards. It is obvious that there must be a feeling of confidence and respect between the college administrator and members of the board."

533. Wicke, Myron F. *Handbook for Trustees of Church-Related Colleges.* Nashville, Tenn.: Board of Education, Methodist Church, 1957. 57 p. (Studies in Christian Higher Education, No. 5.)

Contains one chapter, "Areas of Board Responsibilities" (p. 13–18), stating that the major responsibility of the Board is the election of a president, and giving a checklist of 16 items to be considered in making the choice. Also a chapter, "The President and the Board of Trustees" (p. 19–25). "What should the trustees expect of the President? While there may be no complete consensus, here are three points upon which most could agree: (1) The trustees have a right to expect of the president a clear and complete view of the state of the institution. . . . (2) The trustees have a right to expect leadership from the president in facing the continuing problems of the institution. . . . (3) The trustees should accept the fact that having called the president to his task, they must themselves become active laborers with him in building a greater institution." Each of these is amplified and discussed. Review by S. A. Nock, *Coll. & Univ.*, 33; 364, Spring, 1958.

*See also* Nos. 32, 37, 38, 43, 44, 46, 49, 50, 53, 59, 62, 64, 68, 73, 88, 132, 136, 137, 148, 157, 159, 177, 183, 206, 213, 286, 306, 307, 316, 317, 320, 326, 333, 344, 348, 349, 362, 367, 368, 370, 371, 397, 399, 430, 439, 440, 441, 444, 446, 448, 456, 459, 463, 464, 465, 473, 479, 485, 487, 572, 581, 601, 605, 609, 627.

## 3. To Business Officers

534. Boardman, Harold S. The Responsibility of the President for Legislative Appropriations. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*,

1929, p. 53. (*Author:* President, University of Maine.)

"It seems to me that . . . the college president should not be handicapped by making him responsible for the gathering of funds to support his institution. It seems to me that a college president should spend his time in developing the educational interests of the institution. . . . We have a board of nine trustees. The board has given the educational interests to the president, and the financial interests to the treasurer. The treasurer is not in any sense of the word under the president."

535. Bretske, Stanley F. The Relationship of the Business Officer to the Academic Areas of the College and University. *In* Southern Association of College and University Business Officers, *Proceedings*, 1950, p. 65–68. Same as "Keeping on Friendly Terms With the Faculty," *Coll. & Univ. Bus.*, 11: 48–49, August 1951. (*Author:* Vice President and Controller, University of Chattanooga, Tennessee.)

"A president with an understanding of business problems is a source of inspiration to the business manager especially as that president helps bridge the gap between academic areas and the business office."

536. Caldwell, John T. The Business Officer and the Faculty. *In* Southern Association of College and University Business Officers, *Proceedings*, 1953, p. 71–78. (*Author:* President, University of Arkansas.)

Discusses various aspects of the relations of the president, the business officer, and the faculty.

537. Morey, Lloyd, 1886– . Leaves from a President's Notebook. *Sch. & Soc.*, 82: 195–198, Dec. 24, 1955. (*Author:* President Emeritus and former Comptroller, University of Illinois.)

From an address at National Federation of College and University Business Officers Associations, Estes Park, Colorado, June 27, 1955. Considers four questions: "What evidences are there of progress toward better business administration? How does the business office look from across the hall? What are the basic principles of educational executive management? What are the fundamentals of good relations in educational administration?"

538. ———. What the President Should Know About Business Management. *Educ. Record*, 39: 348–356, October 1958. (*Author:* See No. 537.)

"As executive head, a college or university president must assume responsibility for and exercise general direction over finance and business operations. While he does not need to be an expert in the various fields of business activity, he should be generally informed as to their requirements and their relations to academic progress." Says most important thing is to secure competent business officer and leave details of operation to him. Indicates general knowledge president should have of a dozen specialized fields of business administration.

539. Troup, Cornelius V. The College President Takes a Critical Look at the Business Manager. *In* American Association of College Business Officers, *Proceedings*, 1953, p. 58–61. Also in *Coll. & Univ. Bus.*, 15: 25–26, November 1953. (*Author:* President, Fort Valley State College, Georgia.)

Discusses the responsibility of the college business manager for budget, purchases, maintenance, and public relations. "It is highly imperative, therefore, that the college president and the business manager work together as a team, each seeking to understand and appreciate the functions of the other."

540. Young, Harding B. The Budget Doesn't Belong to the Business Manager; Rather, It's the Instrument of the President. *Coll. & Univ. Bus.*, 22: 46–48, March 1957; 22: 51–54, April 1957. (*Author:* Assistant to the President, Agricultural, Mechanical, and Normal College, Arkansas.)

Based on research studies at Harvard University. "The weight of evidence shows that responsibility for preparation of estimates should rest with those individuals responsible for performance." Gives case studies of two business managers with an overzealous approach to budget control. Five other cases presented and discussed in detail.

*See also* Nos. 1, 57, 332, 335, 344, 371, 376, 387, 393, 397, 401, 417, 456, 607.

## 4. To Librarians

541. Benjamin, Philip M. The Relation Between the Librarian and the College Administrator. *Coll. & Res. Lib.*,

16: 350–352, 359, October 1955. (*Author:* Librarian, Allegheny College, Pennsylvania.)

"The president of a college may well be judged by the librarian he appoints, for the selection may reveal a basic educational policy of his administration." Discusses three phases of relation of the librarian to the president.

542. Branscomb, (Bennett) Harvie, 1894– . *Teaching With Books: A Study of College Libraries.* Chicago: Association of American Colleges and American Library Association, 1940. xvii, 239 p. With foreword by Guy E. Snavely. (*Author:* Professor of New Testament and Director of Libraries, Duke University, North Carolina. Later, Chancellor, Vanderbilt University, Tennessee.)

A study sponsored by the Association of American Colleges under a grant from Carnegie Corporation of New York. Chapter 5, "Some Responsibilities of the College President" (p. 81–101): "The college president is ultimately responsible for the conduct and character of the library. If he would secure the fullest educational returns from his college library, there are three specific services which he must render it besides providing adequate financial support." Discusses each of them. For 12 reviews, see *Library Literature, 1940–1942,* p. 161–162.

543. Cain, Stith Malone, 1911– . The College Library: An Opportunity for the College President. *Assoc. Amer. Coll. Bull.,* 37: 266–277, May 1951. (*Author:* Librarian, Central College, Missouri.)

"Every college library needs the kind of presidential leadership which will stimulate and inspire librarians to be creative, scholarly, resourceful, and inspirational. . . . More and more college presidents now are vitally concerned with every aspect of their colleges, especially their libraries." Discusses the role of the library in the college, government of the library, library staff, library building, and library function, each with special reference to the responsibility of the president for it. States eight miscellaneous ways in which the president can aid the library staff. Closes with a checklist of 10 questions for college presidents. "The college presidents who can answer in the affirmative all ten of the above questions are excellent administrators so far as the college library is concerned. . . . Those answering less than four in the affirmative are poor administrators."

544. ———. The Library Committee: Asset or Liability? *Assoc. Amer. Coll. Bull.,* 37: 266–277, May 1951. (*Author:* See No. 543.)

"The amount and kind of contribution a library can make to the educational program of a college depends chiefly upon the kind of administration a library has, the financial and moral support from the president, and the cooperation from the faculty, students, and other users of the library." Discusses especially the role of the president and of the library committee.

545. Danton, Joseph Periam, 1908– . The College Librarian Looks at the College President. *Assoc. Amer. Coll. Bull.,* 23: 348–356, November 1937. (*Author:* Librarian, Temple University, Pennsylvania.)

Considers "(1) practices of college presidents which enable the library—and the librarian—to make their maximum contributions to the educational program of the college; (2) practices of the college president which make it impossible or difficult for the librarian to make his maximum contribution to the educational program of the institution; (3) unreasonable demands made by the college president."

546. Jones, Robert C. Administrative Relationships of the Library and the Junior College. *Jun. Coll. Jour.,* 29: 324–328, February 1959. (*Author:* Librarian, American River Junior College, California.)

Based on author's doctoral dissertation, institution not stated. Involves study of the literature and interviews at six public junior colleges in Colorado. Considers (1) the college and the library, (2) the president and the librarian, (3) the librarian and the president, (4) the dean and the librarian, (5) faculty and students, (6) faculty-library committee, and (7) the library and the community.

*See also* Nos. 60, *462.

## 5. To Faculty

547. Abbott, Frank C., *ed. Faculty-Administrative Relationships.* Washington: American Council on Education, 1958. x,88 p. (*Author:* Staff member, American Council on Education.)

Report of a work conference sponsored by Council's Committee on Instruction and Evaluation. Initial address, "A President's Perspective" (p. 3–12), by Logan Wilson, President, University of Texas, lists and discusses five "of the most familiar issues which frequently precipitate divisive alignments" between president and faculty, and three types of faculty deviants with whom the president must deal: fundamentally disordered personalities, the frustrated and disgruntled, and the misfits. "A Faculty View" was presented by Loran C. Petry, Professor of Botany Emeritus, Cornell University, followed by comments by four educators. Reviews by W. G. Fletcher, *Coll. & Univ.*, 34: 215–217, Winter 1959; and by S. A. Atwood, *Jour. Higher Educ.*, 30: 294, May 1959.

548. Academic Autocracy, *Nation*, 96: 471–473, May 8, 1913.

Review of J. M. Cattell's *University Control* (No. 560). Gives summary of Cattell's position and a comparison statement of "just what the existing form of university government is in America"—in theory and in practice, in privately controlled institutions. "The mere fact that some thousands of self-respecting gentlemen are teaching in American universities is evidence that presidents are not usually petty tyrants nor boards of trustees ignorant and arbitrary. . . . A university president will rule best and longest who cheerfully delegates a large part of his powers to his faculty and adjusts himself willingly to the hazards of democratic control."

549. The Administrative Peril in Education. *Educ. Review*, 45: 184–186, February 1913. (*Author:* "Another University Professor.")

Comments on article in *Popular Science Monthly*, November 1912 (No. 585). "There accordingly arises, and has even now arisen, the dismal combination of what has been described as the high-priced, imperious management of low-priced docile labor. What follows . . . is to make a faculty a 'nursery of abject cowardice' where the professor loses all self-assertiveness, initiative, and self-respect, and the president, with ill-concealed arrogance, and occasionally with a gross and tyrannical abuse of authority, rides rough-shod over him." But questions whether such conditions are typical. Asks, "Where are the downtrodden faculties?" Concludes that "this is a dreadful picture that the present writer [in the November issue] paints, if it were only true."

550. ANDREWS, ELISHA BENJAMIN, 1844–1917. The Organization of the University and the Distribution of Authority and Function Therein. *In* National Association of State Universities, *Proceedings*, 1907, p. 114–122. (*Author:* Chancellor, University of Nebraska.)

"No institution of learning has tried the plan of assigning its main executive function to a faculty or to a faculty committee . . . without complete or relative failure. On the other hand—a significant fact—American higher education dates its present era of triumph exactly from the time when colleges began centralizing executive power and, so to speak, 'mobilizing' their presidents. . . . It lies mainly with the president to shape a university's task, ideals, standards, policies, ambitions, to determine what it shall be or try to be."

551. BENTON, GUY POTTER, 1865–1927. The University President and His Professors. *Science*, 34: 488–491, Oct. 13, 1911. (*Author:* President, University of Vermont.)

Extracts from address of the newly inaugurated president to the University Senate. Discusses responsibility of the president for selection and for possible termination of services of staff by requested resignation or by outright dismissal. "A successful college or university president cannot afford, for the sake of his own success, to make his administration in any sense a personal one. . . . If here and there he finds a colleague whose work is not satisfactory and cannot be made so, he will meet the situation fearlessly in the interests of the young people committed to his care, but he will also meet it with a thoughtful regard for the feelings of the colleague concerned. A resignation is always less painful than a dismissal. . . . The wide-awake president may know of the competency or incompetency of his colleagues by ways more accurate than personal inspection can guarantee."

552. BLACKWELL, THOMAS E. Faculty Resignations: Does the President Have the Authority to Accept Them? *Coll. & Univ. Bus.*, 19: 48, November 1955. (*Author:* Vice President and Treasurer, Washington University, Missouri.)

The answer was "yes" in a case decided by the Supreme Court of New York involving an instructor at Brooklyn College. General policy in American institutions discussed.

553. BOWMAN, CLAUDE CHARLTON, 1908– . Administration and the Professor. *AAUP Bull.*, 32: 678–686, Winter 1946. (*Author:* Professor of Sociology, Temple University, Pennsylvania.)

"Some of my material has been gathered from recent experience as an administrator-professor hybrid. . . . In the following exposition a few aspects of the relationships existing between administrative officers and faculty members will be analyzed. . . . It seems to me that the administrative officer (president, dean) and professor are likely to experience some restraint in their relations because the former wields authority over the latter. . . . Both administrators and faculty may be involved in various schemes aimed at maintaining a balance of power. . . . Administrators and professors become involved in numerous misunderstandings, great and small."

554. **Brickman, William W.** The College President's Basic Function. *Sch. & Soc.*, 83: 65, Feb. 18, 1956. (*Author:* Professor of Education, New York University; Editor, *School and Society.*)

Editorial comments on address of President G. C. White (No. 486). "The desirable administrator is one who, competent in educational questions, recognizes expertness in his faculty and assistants and makes maximum and optimum use of their abilities toward the advancement of his educational program."

555. **Brownell, Samuel Miller**, 1900– . Current Concerns in College Administration. *Coll. & Univ.*, 25: 26–36, October 1949. (*Author:* President, New Haven State Teachers College, Connecticut; Professor of Educational Administration, Yale University; Later, U.S. Commissioner of Education.)

Keynote address to Section IV of the Conference on Higher Education, Association for Higher Education, NEA, Chicago, April, 1949. Discusses several phases of college administration, considering first "the unique and strategic position of the educational administrator." Considers the question: "Which is the greater college administrator, the one *who by his activities* makes it possible for five or ten or fifty men on the college staff to make great contributions to society, or the one who is the great individual but fails to make available the talents of those on the staff?"

556. **Buchanan, Robert Earle**, 1883– . "What University Professors and Administrators Owe to Each Other." *AAUP Bull.*, 28: 395–403, June 1942. Reprinted from *The Alumnus of Iowa State College*, Vol. 37, No 3, November 1941. (*Author:* Faculty member, Iowa State College.)

Address at faculty luncheon sponsored by American Association of University Professors Chapter at Iowa State College, Ames, Iowa, October 28, 1941. Describes the general organization of Iowa State College and responsibilities of administration and staff in its successful operation. "Every member of the teaching and research staffs shares more or less in administrative responsibility. . . . Both administration and professors should recognize the principle of complete accountability. . . . Each group owes it to the other to reduce friction between administrators and professors. . . . Most important of all, professors and administrators should plan together."

557. **Cappon, Alexander Patterson**, 1900– . The Democratically Administered University. *Jour. Higher Educ.*, 18: 351–356, October 1947. (*Author:* Professor of English, University of Kansas City, Missouri.)

Considers the functions of the administration, the faculty, and the students in a democratically administered university. "The question of the prerogatives of a university president has probably been more heatedly debated on the Chicago campus than anywhere else." Discusses opinions of Chancellor Hutchins. Endeavors to answer the question, "What are the prerogatives of the president?" Considers the similarities and the differences between administration of a university and administration of a business enterprise and desirable relationships of the president to the faculty.

558. **Cattell, James McKeen**, 1860–1944. Concerning the American University. *Pop. Sci. Month.*, 61: 170–182, June 1902. Reprinted as "University Control" with slight changes in *Science*, 35: 797–808, 842–860, May 24, May 31, 1912, with footnote indicating it was a Phi Beta Kappa address at Johns Hopkins University, May 2, 1902. Reprinted in *University Control* (No. 560), p. 405–424. (*Author:* Professor of Psychology, Columbia University.)

"My main concern with the medieval university is that it was extraordinarily unhierarchial, democratic, anarchaic, in its organization. The university was then, as it now should be, the professors and the students. . . . The main ends of the university are the same in all lands, but our American presidents and boards of trustees are indigenous products which can scarcely be regarded as essential. . . . In politics, in business, and in education this form of despotism has prevailed, and has on the whole justified itself by the results. But it appears to be only a passing phase in educational development. The college president has enjoyed a rapid evolution in the course of a single generation. . . . It seems probable that the office of the president should be divided and filled by two men of different type: one an educational expert in charge of the internal administration; the other a man of prominence and weight in the community in charge of external affairs."

559. ———. University Control. *Science*, 23: 475–477, March 23, 1906. For two reprints, with modifications, see annotation, below. *Author:* See No. 558.)

"We appear at present to be between the Scylla of presidential autocracy and the Charybdis of faculty and trustee incompetence. The more incompetent the faculties become, the greater is the need for executive autocracy, and the greater the autocracy of the president, the more incompetent do the faculties become. . . . The present writer ventures to propose tentatively the following form of organization for our larger universities, to be reached as a result of a gradual evolution: (1) There should be a corporation consisting of the professors and other officers of the university, the alumni . . . and members of the community. (2) The professors or officers, or their representatives, should elect a president. . . . (3) The unit of organization within the university should be the school, division, or department. . . . (4) Each school, division, or department should elect its dean or chairman. . . . (5) The departments or divisions should elect representatives for such committees as are needed . . . and to a senate. . . ." Contains bibliographical references to articles on the general subject by Ex-President Draper (No. 367), President Andrews (No. 78), President Pritchett (No. 190), Professor Stevenson (No. 610), Mr. Munroe (No. 435), and by himself in the *Independent*. Also references to editorial discussion in four other journals. The article is reprinted, without the bibliographical references, but with the addition of 12 extended footnotes, in *Science*, 35: 804–806, May 24, 1912, and in Cattell's *University Control* (No. 560), p. 17–21. For reactions of about 300 university professors of science in leading universities in all parts of the country to these proposals, see same volume, p. 18–21. For comments see No. 617.

560. ———. *University Control*. New York: The Science Press, 1913. viii, 484 p. (Science and Education: A Series of Volumes for the Promotion of Scientific Research and Educational Progress, Vol. III.) For reviews, see *Nation*, 96: 471–473, May 8, 1913; and *Educ. Review*, 48: 202–207, September 1914. (*Author:* See No. 558.)

"The substance of the essay on University Control and the collection of letters from university professors were prepared for the faculties of the University of Illinois and for discussion before their committee charged with drawing up a constitution for the University. . . . The articles on university control, forming the third part of the volume are reprinted with the consent of the authors and of the editors and publishers of the journals in which they originally appeared. The unsigned letters from university and college professors exhibit the actual diversity of opinion which exists; all the articles advocate reforms in somewhat the same direction. Consideration was given to the inclusion of articles lauding or defending the autocratic system of administration which has developed in our universities. No such article, however, appears to have been written by a professor, though a number of articles and two books of that kind have been published by university presidents."—Preface.

Consists of three parts. Part I, "University Control" (p. 3–62), by J. McKeen Cattell, was first published in *Science* (See No. 558), May 24 and May 31, 1912. Part II, "Letters on University Control" (p. 63–311), consists of about 300 letters, "printed practically in full," from professors of sciences in Harvard, Yale, Columbia, Pennsylvania, Johns Hopkins, Chicago, Cornell, Massachusetts Institute of Technology, Wisconsin, Michigan, Minnesota, Illinois, Missouri, California, and many other unnamed institutions in all parts of the country. These letters were also published, in part, in *Science*, 35: 893–903, June 7, 1912 (24 letters from professors at Harvard); 35: 964–967, June 21, 1912 (11 letters from professors at Yale); 36: 19–29, July 5, 1912 (12 letters from professors at Pennsylvania and 16 from Johns Hopkins); 36: 174–186, August 9, 1912 (12 letters from professors at Cornell and 16 from Chicago). All letters were written in response to a copy of a reprint of Cattell's article with the dozen added footnotes (see No. 559), addressed to "our leading men of science, who hold or have held academic positions, with the following note: 'Would you be willing to give your opinion of the plan of university control here proposed? I shall understand that I may quote anonymously your reply.'" The author states: "About 300 replies were received and are printed practically in full in this book." He tabulates the replies in three groups, and summarizes: "Of the 299 replies, 46 are taken as favoring the system usual in this country which is designated as a limited autocracy, 68 as favoring a system in which the faculties have greater share in control . . . 185 as favoring a plan of representative democracy, more or less similar to the one proposed. Five-sixths of those holding the most important scientific chairs at our universities believe that there should be a change in administrative methods in the direction of limiting the powers of the president." Comment: "This is surely a condition which foretells reform or bankruptcy."

Extracts from a few of the letters: "I am inclined to think that the best form of government is beneficent tyranny, but of course such a person as Marcus Aurelius should always be chosen as tyrant." (Harvard.) "I am in accord with the general principles. At the present time, the president of most American universities is neither fish nor flesh nor good red herring." (Yale.) "Your report is a very moderate statement of the evils arising from the present system of college and university control." (Yale.) "The present system of governing universities is wrong, utterly and completely." (Columbia.) "Your plan seems to safeguard very well the interests both of the organization and the individual." (Pennsylvania.) "The democratic features of your plan must certainly appeal to all who are intimate with the present unsatisfactory state." (Johns Hopkins.) "The plan suggested seems to me to be admirable."(Chicago.) "The small college in which I teach is governed by a benevolent autocrat." "Here I see enough of the evils of autocracy." "The central idea, representative basis, is correct." "To me the presidency of an American university seems both an anomaly and a contradiction." (Institutions not named.)

Part III, "Articles on University Control" (p. 313–482), consists of ten articles reprinted from journals. For those pertinent to this bibliography, see: Jastrow, Joseph (No. 585); Ladd, George T. (No. 421); Stevenson, John J. (No. 527); Creighton, J. E. (No. 568); Stratton, George M. (No. 467); Paton, Stewart (No. 441); Munroe, James P. (No. 435); and Schurman, Jacob G. (No. 605).

The second review, referred to above, in the *Educational Review*, unsigned, is very unfavorable. Its conclusion: "If it were possible, we should like to see just one university organized and conducted as the theories contained in this volume would have it. We should not be greatly surprised to find the remains of such a university safely enshrined in the freak department of a natural history museum before a full generation had passed." An unsigned comment on this review in a latter issue (*Educational Review*, 48: 320–322, Oct. 1914) reports the case of an unjustified dismissal of a college president through the influence of a dictatorial chairman of the board of trustees. "The treatment often accorded to the college president is far more outrageous than anything that has ever been done . . . in the case of a college professor."

561. CATTELL, JAMES MCKEEN, 1860–1944. Democracy in University Administration. *Science*, 39: 491–496, Apr. 3, 1914. (*Author:* See No. 558.)

Address at Conference of Religious Education Association, Yale University, March 5, 1914. "There is no democracy in university administration. But we can consider the conditions and the remedies. . . . The undemocratic aspects of our academic life are almost wantonly enhanced by the position attained by the president with the ensuing hierarchy of deans, heads of departments, and other officials. . . . The difficulty is that if an autocrat obtains unlimited powers, whether in the nation, the city, the family, or the university, he does not always prove to be wise and benevolent." Conclusion: "The university is the noblest monument which we have inherited from the past and at the same time the most powerful engine driving forward our civilization. . . . It is our part to make it a democracy of scholars serving the larger democracy to which it belongs."

562. CHUBB, EDWIN WATTS, 1865– . The Professor Looks at Prexy: A Composite Picture Formed from Opinions. *Jour. Higher Educ.*, 10: 8–13, January 1939. (*Author:* Retired; formerly Professor of English, Ohio University; Acting President, Ohio University, 1934–35.)

"In order to ascertain what professors think are the qualities that make for success or failure in college or university administration, I wrote to leading men in scores of institutions for an expression of opinion, promising, of course, that the anonymity of the author would be kept." Quotes from a dozen replies received and draws certain generalizations regarding the traits mentioned. Conclusion: "In view of the complexity of the problem, the surprising fact is not that there are many failures among college presidents, but that there are not more."

563. College Autocracy and Democracy. *Lit. Digest*, 53: 670–671, Sept. 16, 1916.

"Northwestern University has lately become conspicuous by deciding that it can do better without a president than with one. The trustees concluded to elect no president to succeed Dr. A. W. Harris, and vested the direction of the university in a committee of deans." Quotes extensively from article in *New York Evening Post:* "A cooperative administration is thought more likely to succeed than one in which the executive powers are concentrated in a single man." Contrasts usual American plan with those of England and Germany. Conclusion: "However that may be, the example of the Northwestern University will not soon be followed by others. The University of Virginia pursued exactly the opposite course."

564. The College President and His Job. *Independent*, 110: 414, July 7, 1923.

Comments on resignation of Dr. Alexander Meiklejohn as president of Amherst College. "Dr. Meiklejohn could have got away with murder . . . if he had been able to handle his faculty. The majority was against him, as it usually is against the innovator. . . . In particular we commend to college presidents and faculties the discrimination upon which Dr. Stewart Paton has been insisting between 'inspired thinking' and 'realistic thinking'."

565. Cornette, James Percival. The President and His Faculty. *Peabody Jour. Educ.*, 26: 264–267, March 1949. (*Author:* President, West Texas State College.)

Answers two questions: "What are the basic human qualities, abilities, and attitudes which a president must have if his relations with his faculty are to be desirable? Or, conversely stated, what minimum essentials do faculty members demand of their president if they are to have toward him attitudes which result in good relations?" Conclusion: "One last word—the last and most important. If a college president has a wife . . . that wife's qualities and attitudes are just as influential as his own." Describes one type of wife who "can do more damage at an afternoon tea than a perfectly good president and a well-intentioned faculty can repair in six months."

566. Cowley, William Harold, 1899– . Academic Government. *Educ. Forum*, 15: 217–229, January 1951. (*Author:* Professor of Higher Education, Stanford University; President, Hamilton College, New York, 1938–44.)

Chiefly devoted to place of board of trustees in American higher education but contains section "The Place of the President in Academic Government" (p. 221–222). Criticises Laski's proposals regarding the president in his *The American Democracy* (No. 157). "Europe has no officers comparable to American college and university presidents, and *ipso facto,* argued Laski, the United States needs none either. . . . Laski has not been alone in holding this position, but in the recent past few others have written in support of it." Also discusses place of the president as a member of the board of trustees. "Most privately controlled institutions give the president ex-officio membership on the board. Some—like Antioch, Harvard, and Dartmouth—even make him chairman. The pros and cons on these three plans are numerous and complex."

567. Cowling, Donald John, 1880– , *and* Davidson, Carter, 1905– . *Colleges for Freedom: A Study of Purposes, Practices, and Needs.* New York: Harper & Bros., 1947. ix, 180 p. (*Authors:* (1) President, Carleton College, 1909–1945; (2) President, Knox College, 1936–1946, and Union College, since 1946.)

"This book is a discussion of the problems relating to the four-year college of liberal arts."—Preface. One chapter, "Teachers and Administrator" (p. 92–103), contains discussion of the presidency. "What kind of president does a college need? The answer will depend upon the stage of development the college has reached and will vary with the problems it faces." Considers various types.

568. Creighton, James Edwin, 1861–1924. The Government of American Universities. *Science*, 32: 193–199, Aug. 12, 1910. Reprinted in *University Control* (No. 560), p. 393–404. (*Author:* Faculty member, Cornell University, N.Y.)

Refers to earlier discussion by Joseph Jastrow (No. 585). "In spite of the fact that the office of university president has been filled during this generation with gentlemen who have as a class attempted to discharge its duties, not only with fairness and integrity, but in a spirit of patience and consideration for the rights of others, no one can doubt that the system has had its day, and that a change is at hand. It is an anachronism in this modern age, and an anomaly in a democratic country. The arbitrary power of the president has always been a subject of wonder to European scholars."

569. Cross, George Lynn, 1905– . Democracy in the Administration of Higher Education. *Coll. & Univ.*, 28: 472–486, July 1953. (*Author:* President, University of Oklahoma.)

"My discussion of democratic administration of higher institutions of learning will be in reference to the University of Oklahoma. . . . Many college presidents become impatient with the democratic method because progress is made so slowly. Sometimes it seems that the faculty will not solve some of the basic problems of higher education." Gives various illustrations from Oklahoma experience. Conclusion: "These ideas involve acceptance of responsibility, faith in ones fellow beings, and the belief that if one does his best each day, somehow with God's help things will turn out all right. If they can find acceptance in the minds of faculty and administrative personnel, democratic education can become a reality in any institution of higher learning."

570. Davis, Harvey H. The Selection of College Deans. *Jour. Higher Educ.*, 21: 147–148, March 1950. (*Author:* Dean, Graduate School, State University of Iowa.)

"Some method is necessary in the selection of deans which will assure the president of his prerogative in nominating his lieutenants to the governing board, and will give the faculty of the college concerned an effective voice in the selection of the person whom the president nominates. One method which seems to be effective is presented here."

571. **Day, Edmund Ezra, 1883–1951.** Administrative Organization of Institutions of Higher Learning. *In* National Association of State Universities, *Proceedings*, 1948, p. 47–60, 153–155. Includes extended discussion. (*Author:* President, Cornell University, N.Y.)

"At bottom, the primary responsibility of colleges and universities has to do with instruction and research. It follows that, in a very real sense, the function of administration is ancillary, subordinate, or secondary. It is the essential job of the administrator to facilitate the work of the professoriate in teaching and research. Any other conception of the place of administration in academic organization is distorted. But that does not mean that administration does not have very important responsibilities." Presents detailed outline of administrative organization under a president with seven vice-presidents for specific functions, academic organization, and organization of boards of trustees. Discussion following the address concerns especially independence of the chief business officer in reporting directly to the board of trustees, or as a subordinate to the president.

572. **Duggan, Stephen P.** "Present Tendencies in College Administration." National Education Association, *Proceedings*, 1916; 312–318. (*Author:* Professor of Education, College of the City of New York.)

Paper before Department of Higher Education, National Education Association. Reviews earlier conditions in American colleges and universities. "The board usually turned over the whole matter of educational policy to the president, and trusted him to work out the details. Since he was held responsible, he was given great powers. . . . He dictated the policy of the institution, as few of the faculty cared to oppose his wishes unless he were personally very democratic. . . . In few great American corporations was there an individual who had such autocratic power as the American college president." But states that marked improvements have recently taken place. Names numerous institutions where faculty has been given greater voice in determination of university policies. "It must be evident from all that has been stated that the position of the president is nearly everywhere becoming less autocratic, as a result either of legislation or practice."

573. **Esslinger, Arthur Albert, 1905– .** Administrator and Curriculum Development. *In* College Physical Education Association, *Proceedings*, 1955, p. 51–53. (*Author:* Faculty member, University of Oregon.)

"The key to sound curriculum planning in a college or university is the administrator. In the last analysis everything which transpires in the total physical education program is his responsibility. . . . The relationship of the administrator to curriculum construction may best be clarified by considering it from the standpoint of each of the basic processes of administration." Considers six such bases: planning, organizing, assembling resources, directing, coordinating, and controlling.

574. **Euwema, Ben, 1904– .** Some Principles of University Administration. *Educ. Record.*, 32: 70–80, January 1951. (*Author:* Dean, School of Liberal Arts, Pennsylvania State College.)

"I shall begin this analysis of university administration by enunciating ten axioms. If these first principles can achieve acceptance, the detailed principles of administration can be deduced from them rather easily." Samples: "(2) The university administrator should be a member of the faculty and sympathetic to the faculty point of view; (7) the best thing an administrator can do is to appoint good people and then leave them alone; (10) The administrator possesses his great power for only one purpose: to weld the faculty and students together into an integrated group with a common purpose and a common sense of direction."

575. **Faulkner, Donald.** Principles of College Executive Action: The Responsibilities of the College President. *Jour. Higher Educ.*, 30: 266–275, May 1959. (*Author:* Vice President for Administration, Western Reserve University, Ohio.)

"The president's job in the American college and university is one of the most complex and most difficult to perform of all the positions of trust in the active life of the nation." States and discusses 23 principles. "These 23 statements of principle dealing with the responsibilities of the college president present a consistent picture of the executive branch of administration. Taken together, they represent a point of view which is consistent with the democratic philosophy of education acceptable to a broad cross section of American educational leadership."

576. **Fellows, George Emory, 1858–1942.** College Methods and Administration. I. Some Details of College and University Administration." *Educ.*, 27: 1–9, September 1906. (*Author:* President, University of Maine.)

Distinguishes sharply between a university and a college, and different types of each, with resultant variations in duties and responsibilities of their presidents. "By no means the least important task of the administration (we might as well say president) of a university is the search for, and selection of, suitable men for the widely differing lines of work." Discusses the different problems in different departments, such as Latin or Mathematics in comparison with Engineering or Agriculture. "The university president can afford fewer personal prejudices than can the head of a college. . . . In a way his forced exemption from the smaller details of his institution holds him aloof from faculty and student body. The personal element is thereby lessened." Discusses also the unpleasant duty of occasional dismissals. "One strong reason for the existence of an individual executive officer is that there must be someone to assume the responsibility of necessary dismissals."

577. Foster, William Trufant, 1879–1950. Faculty Participation in University Government. *Sch. & Soc.*, 3: 594–599, Apr. 22, 1916. (*Author:* President, Reed College, Oregon.)

Quotes the Constitution of Reed College, adopted by unanimous vote of the Board of Trustees, providing for faculty participation, followed by discussion of the advantages of the new plan for the president. "The plan is all that a president should desire. It provides unhampered opportunity for leadership, and clearly defines his obligations. If he fails, year in and year out, to carry the faculty with him, he knows it; the trustees know it; everybody knows it; the question of leadership is not confused; it is clearly his duty to resign. . . . Most important of all, he knows that the results of his labor are more durable than those of a dictator because they are the outcome of group activity."

578. Fox, Dixon Ryan, 1887–1945. The Small College and Liberal Learning. *Sch. & Soc.*, 40: 505–512, Oct. 20, 1934. (*Author:* President, Union College, New York.)

Inaugural address as 12th president of Union College. "There is probably no form of self-expression more treacherous than the inaugural address. The inherent premise, the one article which requires no proof, is that nothing which the speaker says has yet been measured in his practice. His testimony rests on vague impressions gained from a distant view, and he speculates upon the future without the rectifying glass whose lenses time and trial alone can grind for him."

579. Hill, Albert Ross, 1869–1943. Democracy in the University: Shall Full Power Go into the Hands of the Faculty, and the President Be Selected by the Faculty? *In* National Association of State Universities, *Proceedings*, 1916, p. 177–195. Includes extended discussion. (*Author:* President, University of Missouri.)

"Election by the faculty would doubtless result everywhere in the virtual abandonment of the office of president as we know it in this country, and the substitution of the position of Chairman of the Faculty, a system long tried at the University of Virginia, and tried for several years at the University of Missouri. In both instances it resulted in such departmental and professorial individualism that the faculty as a body lost influence and power, and constructive and progressive educational policies on the part of the entire institution became all but impossible of achievement." Discusses various possible ways of making the administration more nearly democratic. Quotes extensively and approvingly a threefold statement on the essential functions of a university president by Arthur Lefevre, sometime Secretary for Research of the Organization for the Enlargement by the State of Texas of Its Institutions of Higher Education. President Hill's paper occupies 9 pages, while 10 pages are given to discussion of it by Presidents Farrand of Colorado, Campbell of Oregon, Thompson of Ohio State, Benton of Vermont, and McVey of North Dakota, and by Deans Birge of Wisconsin, and Miller of Missouri.

580. Hill, Clyde M. The College President and the Improvement of College Teaching. *Educ. Adm. & Sup.*, 15: 212–222, March 1929. (*Author:* Professor of Secondary Education, Yale University.)

"Perhaps the best way to discover just how seriously colleges are at work on the problem of improving instruction is to find to what extent college presidents and deans recognize the value of professional training for college teaching and just how they are attacking the specific problems of teaching." Summarizes in 16 tables replies from 99 liberal arts colleges and universities. "With only three exceptions, the presidents and deans reporting expressed their desire to increase the amount of professional training required of college teachers."

581. Hotchkiss, William Otis, 1878–1954, Administering the Faculty. *Jour. Eng. Educ.*, 28: 96–100, October 1937.

(*Author:* President, Rensselaer Polytechnic Institute, New York.)

"Administering a faculty is not essentially different from managing a large business in which there are many men of exceptional ability. . . . The cultivating and stimulating of this spirit of teamwork in the faculty, the student body, the alumni, and the trustees, I consider to be the chief job of one who is to administer most successfully an educational institution."

582. HYDE, WILLIAM DEWITT, 1858–1917. The College Administrator and the College Instructor. *Nation*, 102: 434–435, April 1920. (*Author:* President, Bowdoin College, Maine.)

Discusses especially the responsibility of the president for choice of faculty members. "An experienced college president consigns all applications to the wastebasket, and declines with thanks the offered aid of agencies. He does not leave departments or heads of departments to make their own selections. . . . Selecting a professor is almost as solemn an act as taking a wife, and in these days of increasing divorce often involves more permanency."

583. JASTROW, JOSEPH, 1863–1944. The Academic Career as Affected by Administration. *Science*, 23: 561–574, Apr. 13, 1906. (*Author:* Faculty member, University of Wisconsin.)

"It needs no discernment to discover that the actual and authoritative government of our colleges and universities does not rest with the faculties thereof; it rests with the president and board of trustees. . . . It seems difficult for our civilization to foster the type of man who has authority, but finds the highest use of this possession in the restraint thereof, holding it in check for an emergency. Why have authority, if not to exercise it freely and conspicuously!" In considering the relation of the board of trustees to the president, says: "The board in framing its edicts looks to the president as the source of initiative; sets great store by the president's approval; follows his lead in determining academic sentiment or university needs; awards medals of gold or silver or bronze, or dismisses with honorable mention or without it, in accordance with his verdicts; decides what shall be done first and what last and what not at all, largely according to his judgment or preference. In all this it depends, as a rule, wholly upon the temperament of the president, whether he consults or does not consult faculty opinion." Discusses extensively the "types of questions and interests that require consideration in university affairs," and responsibility of various individuals or groups of individuals for dealing with them most effectively.

584. ———. Academic Aspects of Administration. *Pop. Sci. Month.*, 73: 326–339, October 1908. (*Author:* See No. 583.)

"We, the American people, have developed or accepted a type of university administration, to which there is no close, hardly a distant, parallel elsewhere. On a former occasion, having in mind the somewhat harsher aspects of the system, I called it government by imposition. . . . the more acceptable term, externalism. . . . Such externalism of government more than any other single influence has brought about the growth of another peculiarly American institution—the university president. I need not enlarge upon the heroic proportion which this majestic figure has assumed among us. It has led a professor, sympathetic with the present plan, to say that the American university has a Brobdignagian president and a Lilliputian faculty. . . . European universities have a constitution that might have come from some American political theorist: American universities are as though founded and fostered in the bourne of aristocracy. The American university president . . . is a ruler responsible to no one whom he governs, and he holds for an indefinite term the powers of academic life and death." Regarding salaries: "A President would not be injured though he might be pained by having his salary reduced to that of a professor." Quotes numerous other individuals to support his generally critical appraisal of the university presidency.

585. ———. The Administrative Peril in Education. *Pop. Sci. Month.*, 81: 485–515, November 1912. Reprinted in *University Control* (No. 560), p. 315–348. (*Author:* See No. 583.)

"The data and arguments of this presentation in part overlap the scope of two addresses to educational assemblies. The first was delivered to the Trustees Conference held in connection with the inauguration of President James at the University of Illinois (October 1905), and was published in the proceedings reporting the exercises of that occasion, and also in *Science*, April 13, 1906. The second was delivered at the Collegiate Conference in Commemoration of the 75th anniversary of Oberlin College, June 24, 1908, and was published in *Popular Science Monthly*, October 1908."—Introductory footnote. (These two earlier addresses are not included in this bibliography). "The one paramount danger, the most comprehensively unfavorable factor affecting ominously the prospects of the higher education . . . is *the undue dominance of administration;* in policy, in measures, in personal relations, in all the distinctive interests of education, and the welfare of ideas and ideals. What is imperiled most directly is the academic career: its worth, its services, its security, its satisfactions, its attractiveness to the higher types of man." For comment, see No. 600.

586. Jesse, Richard Henry, 1853–1921. Presidents and Faculties in State Universities. *Educ. Review*, 44: 1–12, June 1912. (*Author:* Former President, University of Missouri.)

Refers to a half dozen earlier articles since 1905 concerning functions and relations of presidents and faculties of universities. "A president that does not crave constant guidance from his colleagues is not qualified for his place: one that does not have frequent faculty meetings, with freedom of speech, makes a blunder." Recommends that university presidents should "not be of the pastor type" but "constructive leaders. . . . Such men are specially fitted to lead state universities. Educational chess-players, the detractors may call them; but, in truth, they represent education shot thru with statesmanship."

587. Kent, William. The Ideal University Administrator. *Science*, 28: 8–10, July 3, 1908. (*Author:* Faculty member, Syracuse University, New York.)

Occasioned by "the recent controversy in Syracuse University." States that "it is a symptom of a disease which to some extent is common in many universities, that is, the government of a university by a single autocrat, supported in power by a body of absentee trustees who are not educational experts." Concludes that "the best system for a university is neither the boss nor the czar system, but the democratic system; not mob rule, but a carefully planned system of representative government." Lists 10 major responsibilities in the operation of a successful university and outlines a "form of organization which will best secure the desired result."

588. Kimball, Dexter Simpson, 1865–1952. Faculty Aspects of University Administration. *Jour. Eng. Educ.*, 24: 129–134, October 1933. Extracts in *AAUP Bull.*, 20: 309–312, May 1934. (*Author:* Dean, College of Engineering, Cornell University, New York.)

Describes the success of faculty cooperation in management of Cornell University. "When the present president, Dr. Livingston Farrand, was selected, the three faculty representatives were members of the committee charged with recommending men for the position. . . . The position of president in a great university is one of the most difficult and trying tasks. Whatever other relations may be established between the board and the faculty, he necessarily must remain the most important intermediary between the two groups. To be successful, he must enjoy the confidence of both groups."

589. Kirkpatrick, John Ervin, 1869–1931. *The American College and Its Rulers.* New York: New Republic, Inc., 1926. viii, 309 p. (*Author:* Faculty member, University of Michigan.)

Contains three chapters: "The Pertinent Question—Why the College President?" (p. 240–247); "An Office for the Superman—Deflating the Executive" (p. 248–265); and "Beyond the President—Home Rule for the College" (p. 299–304); all directly bearing on the presidency. Generally critical of the presidency which is considered evolutionary and transitional, with a better plan in prospect. "Why a president? Why a dictatorship? Why an autocracy in the college? Why a one-man government? Why should the *president* be the *college?* Why should one learned man be set to govern his peers? . . . Why a deadening dictatorship instead of a fertile fraternity? . . . Some day, early or late, the responsibility for its own affairs will be placed where in reason and justice it belongs, and where in experience it must rest if our educational institutions are to educate."

590. Langdon, Herschel G., 1905– . What I Would Do If I Were a College President. *Sch. & Soc.*, 34: 249–252, Aug. 22, 1931. Same, condensed, in National Education Association, *Proceedings*, 1931, p. 65–67. (*Author:* Member of senior class, State University of Iowa.)

Address before National Education Association, General Session, Los Angeles, 1931. "If I were a college executive, I should consider the selection of a faculty my most important duty. . . . Once having selected a faculty, I should consider it my duty to let the professors alone. . . . There should be less emphasis on administration and more on teaching. . . . In my college I should expect to have professors who would be more than scholars—to their students they would be intimate friends rather than cold intellectual gods. . . . In my college I should expect the emphasis to be placed on culture rather than upon skills and vocations."

591. A Letter a College President Might Write. *AAUP Bull.*, 31: 628–631,

Winter 1945. (*Author:* "An American professor in an Eastern university.")

Discussion of the desirability of nondiscrimination against a well-qualified candidate for a professorship on account of membership in a "racial or religious minority."

592. McCormick, Edgar L. Telling the Dream: A Letter to the New College President. *Assoc. Amer. Coll. Bull.*, 39: 640–644, December 1953. (*Author:* Head, Department of English, Bethany College, West Virginia.)

Attempts to present viewpoint of college faculties toward new presidents, emphasizing their responsibility for maintenance of religious activities and true religious spirit on the campus. Conclusion: "His greatest responsibility is to lead a team of scholars and administrators that is truly Christian. Only in this way can the dream be told."

593. McLean, Malcolm Shaw, 1893– . The Role of the Administrator. *In* French, Sidney J.: *Accent on Teaching: Experiments in General Education* (New York: Harper & Bros., 1954), p. 287–296. (*Author:* Professor of Education, University of California, Los Angeles Campus.)

"The role of the administrator in helping his teachers to find and make use of effective techniques for General Education is vital. . . . In what follows I shall summarize in composite form what appear to me to be the best administrative practices." Discusses provision of intercommunication, physical facilities, diagnostic testing and counseling, research and evaluation, and recognition for accomplishment.

594. Mayhew, Lewis B. Shared Responsibility of the President and the Dean. *North Central Assoc. Quart.*, 32: 186–192, October 1957. (*Author:* Dean, Michigan State University.)

Paper presented at Presidents' Workshop at meeting of North Central Association, Chicago 1957. Lists many duties and responsibilities of the president, particularly with reference to the board of control and the public, and 13 specific duties of the dean. "On the face of these two specifications . . . there would seem to be no major difficulties in effecting a division of labor—a sharing of responsibilities between the chief administrative officer and his chief assistant. However, the emergence of both officers is not yet completed and frequently major dislocations occur. It is my purpose to analyze some of the sources of difficulty and then to suggest some ways that they might be overcome." Considers four major types of difficulties, the collegiate organization structure, personnel problems, ignorance, and personal differences.

595. Morris, Robert T. A University President. *Jour. Educ.*, 82: 511–512, Nov. 25, 1915. (*Author:* A physician, retiring as a trustee of Cornell University.)

"The value of a teaching institution depends largely upon the number of men who are disagreed with each other, each one of whom is confident that things are as they are from his point of view. . . . The stronger the institution and the larger the number of men who are disagreed with each other, the more diplomatic must be the man at the helm who guides the destiny of the institution as a whole." Discusses the various qualifications and characteristics of a successful president, including the "possession of a gracious, wise, and diplomatic helpmeet, who disputes the theorems of those geometricians who assume that one half cannot be larger than another half."

596. Neilson, William Allan, 1869–1946. From the Point of View of a Professor Turned President. *PMLA*, 40: Appendix, p. xlii–liii, March 1925. (*Author:* President, Smith College, Massachusetts.)

Presidential address at annual meeting of the Modern Language Association of America, New York, December 29, 1924. "The supreme task of the executive in the American college and university is that of selection of staff. The thousand and one other concerns in which he must engage . . . are negligible in comparison with the choice of the men and women on whom finally depends the success of his institution in the accomplishment of the main task of education." Discusses relative desirability of the teacher and the scholar as a faculty member. Quotes a university professor: "This is a university, not a normal school." Also discusses the relations of the faculty to the administration and to the trustees.

597. Penrose, Stephen Beasley Linnard, 1864–1947. The Organization of a Standard College. *Educ. Review*, 44: 119–127, September 1912. (*Author:* President, Whitman College, Washington.)

Paper before Conference of Colleges of the Interior, Springfield, Missouri, April 25, 1912. Quotes advice of President David Starr Jordan to him as a young college president-elect: "I have one piece of advice to give you: never hold a faculty meeting." Discusses three major criticisms of American colleges and his methods for developing an effective educational organization, with minimum dependence on faculty meetings.

598. Peril in Academe: A Tale for Heads. *AAUP Bull.*, 26: 461–470, October 1940. (*Author:* Anonymous. "A College President.")

Tells of being shot and wounded by a disgruntled professor just dismissed by the Board of Trustees. Quotes letters from four other educators commenting on his experience. Conclusion regarding responsibility of the president for maintaining a competent staff: "To discourage those from continuing in this work who, during a period of trial, are proved not fitted for it is the great responsibility of our profession."

599. Price, Hugh G. Role of the Administration in Excellent Teaching. *Jun. Coll. Jour.*, 24: 37–42, September 1953. (*Author:* Director, Ventura College, California.)

"The administrator and the teacher have interdependent roles to play in the learning process which takes place in our American junior colleges. As a result, they must work together in harmony." Discusses responsibility of the administrator for developing a "climate" for teaching, developing a sense of financial security, providing facilities and supporting services, developing inservice training, and selection of staff.

600. The Professor and the Machine. *Nation*, 95: 476–477, Nov. 21, 1912.

Editorial comment on article by Joseph Jastrow (No. 585). "Professor Jastrow . . . gives . . . a somewhat rambling but on the whole decidedly impressive survey of the question. The article has a striking collocation of opinions from many sources, which serves to reveal how far the evil of excessive systematization, undue control, and unnecessary concentration of power has been felt by serious observers of our universities. . . . But after all, as we have said, this undue exaltation of the presidency is not the essential matter. It is but the outward and visible sign of something that lies far deeper."

601. Quigley, Harold Scott, 1889– . Faculty-Administration Relations in a College of Liberal Arts. *Sch. & Soc.*, 36: 264–268, Aug. 27, 1932. (*Author:* Professor of Political Science, University of Minnesota.)

Includes a section, "Position of the President," outlining his relations to faculty and to board of trustees. "The faculty should be coequal with the administrative officers in the determination of educational policy; in this field the president should not control, but be first among equals. . . . It is incumbent upon a president to maintain standards of scholarship and discipline without exception."

602. Robertson, David Allan, 1880– . The College President's Responsibility for Good Teaching. *Assoc. Amer. Coll. Bull.*, 22: 538–540, December 1936. (*Author:* President, Goucher College, Maryland.)

"Owing to the courtesy of Goucher College teachers, I have visited the classes of several instructors. I have been unable to accept all the invitations which I have received. My experience here makes me feel it is possible for a college president to visit the classes of his colleagues."

603. Rowland, Lloyd W., 1902– . The College President as Teacher. *Assoc. Amer. Coll. Bull.*, 32: 566–568, December 1946. (*Author:* Director, Louisiana Society for Mental Healing.)

A good brief statement of the advantages and disadvantages of the college president teaching one or more courses. "By and large, it seems that whether or not the college president teaches should be determined experimentally."

604. Sabine, G. H., *Chairman.* The Place and Function of Faculties in University and College Government. *AAUP Bull.*, 24: 141–150, February 1938. (*Author:* Professor of Philosophy, Cornell University, New York.)

"The present Committee T is convinced that the experience of the last twenty years has reinforced the wisdom of those principles of university government." (See earlier report by J. A. Leighton, No. 618.) "In the present report, Committee T will indicate briefly the type of solution most commonly tried for each of the major problems created in its earlier reports." Includes consideration of "Faculties in Relation to Presidents and Deans" (p. 144–146). For other reports by this Committee, see Nos. 220–225.

605. Schurman, Jacob Gould, 1854–1942. Faculty Participation in University Government. *Science*, 36: 703–707, Nov. 22, 1912. Reprinted in *University Control* (No. 560), p. 474–482. (*Author:* President, Cornell University, New York.)

Extract from annual report of president to trustees of Cornell University. "The present government of American universities and colleges is altogether anomalous. The president and trustees hold the reins and power and exercise supreme control, while the professors are legally in the position of employees of the Corporation." Outlines a plan for faculty representation on the Board. "The President recommends that the foregoing scheme for taking the professoriate into partnership with the trustees in the government and administration of the University . . . be adopted by the board of trustees at the earliest practicable date."

606. **Shannon, George Pope**, 1892– . Administrative Policies and Faculty Effectiveness. *In* American Conference of Academic Deans, *Proceedings*, 1951, p. 23–34. (*Author:* Associate Secretary, American Association of University Professors.)

Analyzes difficulties, aside from academic freedom, in some 50 cases referred to the Association by professors claiming mistreatment by administration. Discusses administrative actions "which can only be described as outrageous or contemptible" and faculty actions "incredibly stupid, or ignorant, or cowardly, or unprincipled, or just cantankerous."

607. **Sheffield, Edward Fletcher**, 1912– . The Allocation of Administrative Responsibilities in the Liberal Arts College. *Coll. & Univ.*, 26: 236–246, January 1951. (*Author:* Registrar and Director of Student Personnel Services, Carleton College, Ottawa, Canada.)

Describes principles involved, areas of activity, administrative officers chiefly involved, and groups concerned. Gives a diagram showing a proposed allocation of major and minor responsibilities among the president, dean, registrar, and bursar.

608. The Small College and Its President. *Pop. Sci. Month.*, 84: 449–458, May 1914. (*Author:* "By One of Its Professors.")

"The trouble that affects our college and other colleges of its class is one that cannot be cured by the excision of this or that diseased part. . . . Only by a rebirth can it be saved. . . . Between the faculty, with its ideal of scholarship, and the trustees with their ideal of commercialism, stands the president of the college. . . . The college president is in fact an autocrat and the college policy is largely the reflection of his individual will. . . . The fact that the president is not himself a teacher tends to widen this breach between his faculty and himself." Discusses various reasons under the existing system for failures of the president. "When one college shall have adopted the plan here suggested of transferring to the faculty the functions that are rightfully and naturally theirs, and limiting both trustees and president to their natural functions, a new and brighter era will have begun in the history of American education."

609. **Snyder, Franklyn Bliss**, 1884–1958. The Faculty and University Administration. *AAUP Bull.*, 25: 295–308, June 1939. (*Author:* Vice-President and President-Elect, Northwestern University.)

Address at annual meeting of American Association of University Professors, Chicago, December 27, 1938. A thoughtful discussion of the interrelationship of faculty, president, and trustees. "The traditional link between the two groups, the accepted liaison officer is, of course, the president who sits with both trustees and faculty, interprets each to the other, and must see to it that the current of ideas does actually flow in both directions. The power and responsibility resting on the president by virtue of this unique position are so great that when an institution attains unusual distinction the president properly receives the major share of the praise." Gives several examples. Suggests desirability of occasional joint meetings of faculty and trustees.

610. **Stevenson, John James**, 1841–1924. University Control. *Pop. Sci. Month.*, 61: 396–406. September 1902. (*Author:* Faculty member, New York University. "The author has been a college professor for 33 years.")

Chiefly devoted to consideration of greater freedom for faculty members and responsibility for share in university control in matters of policy. Some consideration of the place of the president. "Unfortunately, very few of our college presidents have taken a preliminary course to qualify them for the position. Indeed, it must be confessed that ability to superintend educational work has not been regarded in all cases as the essential prerequisite. . . . The educational head of the university should be one who has studied the educational problem from all sides; not necessarily a great scholar in any one department, but a broad scholar, possessing tact and executive force." Conclusion: "American colleges and universities have outgrown their swaddling clothes; no amount of patching can make them fit; the new garments must be of different cut and of different material."

611. **Stone, Donald Crawford**, 1903– . Perspectives of a President on the Rights, Responsibilities, and Relation-

ships of a College Faculty. *Educ. Record*, 37: 285–291, October 1956. (*Author:* President, Springfield College, Massachusetts.)

Discusses three aspects of faculty responsibility: "(1) A belief that the prerogatives of faculties must be rigidly protected against encroachments by the 'college administration' and trustees; (2) an assumption that the delegation of final authority for decisions on general administrative matters to faculty organs is democratic; and (3) a notion that every faculty member should share in all decisions, or should have representation in the making of such decisions."

612. Sullivan, Richard H. Administrative-Faculty Relationships in Colleges and Universities. *Jour. Higher Educ.*, 27: 308–326, 349, June 1956. (*Author:* President, Reed College, Oregon.)

Report of a 3-month study, under a grant from Carnegie Corporation of New York, based on visits to 18 colleges and universities. "I tried to learn something about the patterns of administrative-faculty relationships. What has determined them? To what extent are they historical and evolutionary? In what ways is change possible or indeed necessary because of current personalities or philosophies? Is each set of such patterns peculiar to an institution or are there common elements in all or many colleges?" Reports impressions and judgments on these questions. States at some length five factors involved in "the peculiar nature of the college administrator's position and duties."

613. Super, Charles William, 1842–1939. College Tyranny. *Nation*, 84: 540, June 13, 1907. (*Author:* President, Ohio University.)

"I refer to the tyranny of college presidents. I have reason to believe that the heads of quite too many institutions not only determine its general policy, but also interfere in the work of the departments." Cites several examples of arbitrary dismissal of professors by presidents. "It is a curious anomaly that while the tendency of the times is in the direction of a broader democracy, it has not made itself felt to any appreciable extent in our higher education."

614. Swarthmore College Faculty. *An Adventure in Education: Swarthmore College under Frank Aydelotte.* New York: The Macmillan Co., 1941. xii, 236 p.

"This book is the record of an experiment in higher education. The experiment has proved a notable one" for 19 years, under the leadership of Dr. Aydelotte. Thirteen chapters describe different phases of the program. Chapter 14, "The Role of Administration" (p. 204–221), includes discussion of the relationship of the board of trustees, the administration proper, and the faculty. The president "must keep an eye on every aspect of its multifarious activities. . . . He cannot escape the task of supervision and coordination. . . . When one considers the heavy demands upon college presidents . . . one realizes why good college presidents are so rare." States that "the relation between President Aydelotte and his faculty has been one of steady and sympathetic cooperation, combined with a practical, if not always clearly defined, division of functions."

615. Thomas, Frank Waters, 1878– . What Is Democracy in Administration? *In* American Association of Teachers Colleges, *21st Yearbook*, 1942, p. 5–13. (*Author:* President, Fresno State College, California.)

"The most important and most acute problem in administration is the determination as to what responsibilities may be most appropriately and effectively shared with the staff. At one extreme stands the administrator who is afflicted with delusions of omniscience and who feels that he must have his finger directly on every detail. . . . At the other extreme is the situation, sometimes found in large universities, in which there has been such decentralization of responsibility that the institution no longer has unity of character or program." Discusses community relations, leadership, faculty morale, student morale, and states four criteria for judging good administration.

616. Trippet, Byron Kightly, 1908– . The Role of the Faculty in College Administration. *AAUP Bull.*, 43: 484–491, September 1957. (*Author:* President, Wabash College, Indiana.)

"The line between administration and faculty at Wabash is a thin and wobbly line. . . . While we have lamentable examples of presidents and boards of trustees who regard the professor as a hired hand . . . we have even more examples of faculty attitudes toward administrative officers and trustees which are just as lamentable and no more easily justified." For corrections of certain factual data used, see W. C. Eells, *AAUP Bull.*, 43: 652–653, Dec. 1957.

617. University Control. *Dial*, 52: 451–453, June 16, 1912.

Editorial comments on J. M. Cattell's article (No. 559). "It is our belief that such a university is possible, and that, when once brought into being, it would do away with many evils, while its efficiency in the higher sense would be made so manifest that many others would hasten to copy its example."

618. University Government. *Educ. Review*, 60: 83–85, June 1920.

"The purely business man finds it extremely difficult to catch the point of view or feel the atmosphere of the university. He is, too, essentially militaristic in his modes of control, and this attitude has in the past been responsible for much controversy and unrest in university circles. We are now gradually passing beyond such autocratic days, and the academic world—trustees, presidents, deans, and departmental heads—is rapidly becoming democratized." Summarizes and comments very favorably on five major recommendations of the "Committee on University Government" (J. A. Leighton, Chairman), of the American Association of University Professors, including a recommendation for "an official voice on the part of the faculty in the selection of the president." For comments, see No. 604.

619. Weeks, Ira Delbert. The Plus in Developing Faculty Morale. *Coll. & Univ. Bus.*, 22: 17, June 1957. (*Author:* President, University of South Dakota.)

"Much can be accomplished to make college teaching more attractive if a friendly atmosphere prevails on the campus. The president is a tremendous influence toward creating such an atmosphere if he so wishes."

620. West, Andrew Fleming, 1853–1943. The Changing Conception of the Faculty in American Universities. *In* Association of American Universities, *Proceedings*, March 1906, p. 65–75. Includes brief discussion. (*Author:* Dean, Princeton University.)

"The profound change, then, in progress in our faculties is the relation of the faculty to the president." Considers three possible plans—"that the president, as the responsible head, should initiate all important measures of educational policy . . . dual control by the president and faculty . . . the idea of faculty ascendancy."

621. Wildman, Clyde Everett, 1889–1955. A President's View of Faculty-Administration Relations. *AAUP Bull.*, 26: 350–357, June 1940. (*Author:* President, DePauw University, Indiana.)

Address at regional meeting of American Association of University Professors, Chicago, December 2, 1939. Quotes U.S. Commissioner of Education Studebaker on the successful administrator: "If you want to succeed, never attempt the impossible and always cooperate with the inevitable." Presents and discusses four principles: "Faculty, trustees, and administration must jointly create an atmosphere of good will and cooperation in which the execution of the hardest task becomes a joy. . . . A second aim of the administration should be to help fight the battle for academic freedom and tenure. . . . The third thing that I should like to suggest is that the administration should lead the way in the actual practice of the democratic ideal. . . . In conclusion, I should like to suggest cooperation between the faculty and the administration in projecting a constant study of the problems of higher education."

622. Woodbridge, Homer Edwards, 1882– . A Portrait of an American University. *Educ. Review*, 70: 11–16, June 1925.

"I propose to draw a picture, truthful and impartial so far as I can make it, of an American university. . . . I wish to describe the institution which I shall call the University of Acrosia . . . in the town of Lagado." A Utopian description of many aspects of this idealized university. "The government of the university is a sort of oligarchy tempered by monarchy; it is something like the government of Japan. The powers of the president are very great, but no one seems to know what are their exact limits. There is a group of 'Elder Statesmen' who exercise enormous influence. They, with the president, determine university policy; they control the important committees. Faculty meetings are comparatively infrequent and there is seldom any real debate."

*See also* Nos. 1, 30, 32, 34, 37, 43, 44, 45, 46, 49, 50, 53, 56, 57, 59, 60, 62, 65, 68, 73, 75, 110, 112, 132, 136, 137, 141, 148, 157, 158, 160, 168, 173, 177, 183, 191, 202, 206, 220, 221, 222, 223, 224, 225, 281, 286, 303, 316, 317, 318, 319, 320, 322, 325, 326, 328, 333, 334, 337, 338, 339, 342, 348, 357, 362, 367, 370, 371, 385, 387, 397, 399, 401, 411, 412, 417, 418, 422, 430, 433, 438, 439, 440, 444, 446, 455, 456, 459, 462, 463, 464, 465, 468, 473, 474, 485, 487, 488, 511, 512, 519, 520, 528, 536, 627, 629.

## 6. To Students

623. Baer, John Willis, 1861–1931. Shall the Executive Teach? *Assoc. Amer. Coll. Bull.*, 1: 92–97, 1915. Report of First Annual Meeting of the Association, January 14–16, 1915. With discussion following by Pres. Donald J. Cow-

ling and President C. N. Steffens (p. 98–104). (*Author:* President, Occidental College, California.)

"I still believe that the president of a college should teach some. . . . We are not overworked, but we are over-occupied. There is a big difference. . . . Some of us must revise our methods, enough to find time for some teaching. . . . The college is more than an institution, it is an influence." Discussion following considers desirable and necessary qualifications of a president and possible methods of preparation for the presidency.

624. "Burdens of College Presidents." *Science:* 28: 729–730, Nov. 20, 1908.

Quotation from *New York Evening Post* on President Eliot's impending retirement from the presidency of Harvard University. States that "Mr. Eliot towers above all other college presidents and is the foremost American citizen. The magnitude of his office is such that it would be a most difficult task to fill it, had it been held by a man of far smaller intellectual calibre." Deplores necessary lack of closer contact with student body. "Close relations with it have been humanly impossible; all one could ask was the necessary intercourse with the leaders of the teaching staff of *only* 566 persons."

625. Richmond, James Howell, 1884–1945. The Place and Function of Administration in Education. *In* Kentucky. University. *Proceedings of the Fifteenth Annual Education Conference* (Bulletin of the Bureau of School Service, Vol. 11, No. 2, December 1938), p. 41–48. (*Author:* President, Murray State Teachers College, Kentucky.)

"The president must first have a full understanding of the aims and objectives of his institution. . . . Too frequently he is unable to see the forest for the trees. No man is a good administrator who cannot, with confidence, allot a certain measure of authority to his subordinates." Discusses relation of the president to his board of control, to faculty, to students. "One of the most important and delightful adminstrative responsibilities of a college president is that of making personal contact wtih the student body. . . . I like my job as 'father confessor' to 900 college students, scores of whom come to me every week to talk with me as confidentially and as sincerely as they would with their own fathers."

626. Starbuck, Edwin D. Centralized Authority and Democracy in Our Higher Institutions. *Pop. Sci. Month.*, 77: 264–273, September 1910. (*Author:* Professor, State University of Iowa.)

"There can be no question that American universities and college are highly centralized in respect to their organization and control. . . . Practically the power centers in a president and faculty. . . . Our chief consideration at this time, however, is that *students* have almost no voice in the control of the institution they attend, little feeling of responsibility for its destiny. . . . There are four or five causes that have brought about too great a centralization of authority in the hands of president and faculty, and along with it a cleavage of interest of faculty and student body until they stand off from one another in a relationship that is not wholesome for either." States and discusses these reasons at some length. Discusses various methods for developing closer relations between students and faculty and administration. "Do I dare say aught in this place about college presidents? If so, it would be in the 'spirit of sweet charity.' They have had their temptations and trials; they are subject to weakness of the flesh; they have been battered and buffeted, and whatever is said about them must be spoken in kindly sympathy. They are not vicious, they are not 'exploiters of genius,' they are not worshippers at the shrine of mammon, nor devotees of the God Thor with his symbol of the arm and hammer; they are just human."

627. Stearns, Samuel Nowell, 1900– . Creative Administration. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1942, p. 84–90. (*Author:* President, Grinnell College, Iowa.)

"There are a great many people in Washington today who believe that College and University Presidents are far more concerned with preserving their institutions than they are in trying to find ways and means of being useful in war. We know that this is not the case. . . . College and university administrators face a most difficult situation. They deserve the intelligent cooperation of trustees and faculties. . . . The educational administrator has to deal today, as always, with three very demanding groups"—his student body, his faculty, and his board of regents. "How may creative administration be achieved?" Gives three answers: By serving our day without yielding to it, by using the current crisis to reevaluate his entire institutional operation, and by making his institution socially effective.

628. Thwing, Charles Franklin, 1853–1937. The College President and the Undergraduate. *Harper's Weekly*, 53: 31, Feb. 6, 1909. (*Author:* President,

Western Reserve University and Adelbert College, Ohio.)

"The offices of not a few college presidents are harder to reach than the office of the President of the United States." Gives several examples. States that "it requires no argument to prove that the college exists . . . for the sake of the students themselves. . . . The nature of the relation of the college president to the undergraduate is, I think, summed up in the great word 'friend'." Gives several examples of outstanding friendly college presidents. "To the elements of courtesy, simplicity, and sympathy should be added in this college friendship a third, the element of inspiration."

629. Wriston, Henry M., 1889– . The Future of the College Presidency: Some Serio-Comic Observations on the Head Man and His Maneuvers. *Coll. & Univ. Bus.*, 17: 30–31, November 1954. (*Author:* President, Brown University, Rhode Island.)

Abstract of Founders Day address at Union College, New York, February 1954. "'The range of activity that may properly be called the function of a president has become so vast that no one man can discharge all the duties that could reasonably be assigned to the office." Discusses hazards of the presidency, its scholarship requirements, and relations to students and faculty. "The president of the future will not be close to the students."

*See also* Nos. 1, 28, 30, 46, 49, 59, 60, 64, 68, 73, 110, 132, 183, 316, 317, 319, 320, 328, 333, 338, 342, 348, 349, 357, 362, 370, 383, 388, 399, 408, 410, 412, 417, 418, 430, 440, 444, 446, 455, 456, 459, 460, 462, 463, 468, 469, 472, 485, 487, 557, 581, 603, 667.

## 7. To Alumni

630. Morris, Robert Tuttle, 1857–1945. Problems of University Administration. *Educ. Review*, 50: 458–470, December 1915. Reprinted from *Cornell Alumni News*, date not stated. (*Author:* Retiring alumni trustee, Cornell University.)

"During the past ten years I have observed with interest your President's ready adaptability to such complicated adjustments as those which belong to a great institution with the double responsibilities of state support and of endowed foundation. . . . The alumni may appreciate our own president more fully, perhaps, if I take up, for the purposes of review, some of the requirements and responsibilities belonging to a university president." States and discusses several, including scholarship, diplomacy, and speaking ability. "On at least two occasions that came to my knowledge, when the presidency of an institution hung in the balance, the Board of Trustees discust very gravely the fine characteristics of two prospective presidents wives. Unending social functions . . . leave us in no doubt about the nature of a symphony in which two voices lead."

631. Stover, Webster Schultz, 1902– . *Alumni Stimulation by the American College President.* New York: Bureau of Publications, Teachers College, Columbia University, 1930. 127 p. (Teachers College Contribution to Education, No. 432.)

Doctoral dissertation at Teachers College, Columbia University. "The purpose of this study is to trace the trend of alumni stimulation by the American college president from 1636, the date of the founding of Harvard University, to 1928. The study is confined specifically to the 236 colleges and universities on the 1928 approved list of the Association of American Universities." Organized in three periods: 1636–1821, 1821–1893, 1893–1928. "Published annual reports of the presidents constitute the main source of data." Bibliography, 177 President's Reports and 182 other references.

*See also* Nos. 34, 37, 49, 50, 60, 68, 73, 110, 148, 183, 206, 286, 326, 333, 349, 413, 417, 418, 430, 444, 446, 456, 487, 581.

## 8. To General Public

632. Boatwright, Frederick William, 1868–1951. A Plea for College Presidents. *Assoc. Amer. Coll. Bull.*, 31: 587–591, December 1945. (*Author:* President, University of Richmond, Virginia.)

Address upon 50th anniversary of his presidency. "The freedom that the trustees and other official bodies have granted me has been at times so great as to be perplexing. . . . But the general public has not always been so considerate, and this situation which is by no means peculiar to the University of Richmond leads me to use this occasion in order to make a plea for college presidents in general." Discusses public pressures, misunderstandings, and possible alienation of friends and support if the president speaks out freely.

633. Bond, Sirus Orestes, 1877–1959. Millions or Men? *Educ.*, 52: 350–353,

February 1932. (*Author:* President, Salem College, West Virginia.)

"Which is better, to specialize in making millions or in making men? Today I visited a millionaire's office . . . Early in life he began to specialize in making money; I, in making men." Compares methods, conditions, results, and satisfactions of the two men. Reports his difficulties in securing access to the millionaire to ask for funds to assist in his work of making men.

634. DONOVAN, HERMAN LEE, 1887– , *and* WILD, R. W. The President and the Public. *Peabody Jour. Educ.*, 26: 258–263, March 1949. (*Authors:* (1) President; (2) Director of Public Relations; both of University of Kentucky.)

Gives numerous answers to the question: "What are the best means of getting information about the college or university to the people?" Discusses newspapers, radio, magazines, and college publications. Considers the claims of the public and of the alumni for reliable information. "Personal contact is, of course, the best and most effective means of gaining friends for an institution. . . . The college president cannot be a hermit. When a man accepts the presidency of an institution of higher education he belongs to the public." Conclusion: "What we have been trying to say is that a college or university president deals with publics, not a public. . . . Any public relations program that ignores this fact is not a good public relations program."

635. ELLIOTT, FRANK R. College Presidents Believe in Publicity. *In* American College Publicity Association, *Proceedings*, 1940, New York City, p. 15–25. (*Author:* Director of Publicity, Indiana University.)

Based on answers received from 237 presidents of American and Canadian colleges. Shows that they are almost unanimously in favor of educational publicity. Summarizes replies to each of 12 questions, and gives brief quotations from many of the replies. "Two facts stand out from the combined views of the presidents: (1) They believe in publicity; (2) They want us to do a good job of it."

636. HAWTHORNE, EDWARD L. *Fund-Raising for the Small College.* New York: Bureau of Publications, Teachers College, Columbia University, 1950. x,251 p.

Doctoral dissertation (Ed. D.) at Columbia University. Based chiefly on study of available published data for 50 colleges usually of 500 to 1,500 students each. One section, "The President as Fund-Raiser" (p. 125–131).

637. HOLDEN, LOUIS EDWARD, 1863–1943. The Best Manner in Which the Executive of a College Can Employ Time and Put Forth Effort: In Field Work. *Assoc. Amer. Coll. Bull.*, 1: 83–92, 1915. (*Author:* President, College of Wooster, Ohio.)

"I will, if I may, suggest, out of my own experience, some methods that I have used, more or less successfully, in keeping the college before its constituents or the denomination to which it belongs." Lists titles of 14 leaflets sent out by his office "that have to do with prospective students," and 13 "that go to prospective givers." Expresses his "judgment that any man that is fit for his office is not likely to go very far astray in his field work for his college."

638. LAUGHLIN, E. V. At the Helm of the Small College. *Unpopular Review*, 4: 166–171, July–September 1915. (*Author:* "President of a college in a middle Western State.")

Personal experiences of methods used in raising money for endowment and operation of a small college which appeared to be hopelessly in debt and about to close its doors. "My salary, which has never exceeded $2,000, has always proved ample for the family needs. Of discouragement and opposition there has been a full measure. . . . Notwithstanding all this, I love my work, and have an abiding faith in the mission of the small college, believing that when properly administered, it is an important cog in our educational system." For comments, see No. 399.

639. MCCOLL, JAY ROBERT, 1867–1936. The Responsibility of the President for Legislative Appropriations. *In* Association of Governing Boards of State Universities and Allied Institutions, *Proceedings*, 1929, p. 54–56. With discussion following. (*Author:* Member, Michigan State Board of Agriculture.)

"There are three things I should stress in considering the responsibility of the president of a college toward the question of legislative appropriations—to sell his college to the campus and to the state; to keep a firm hand on the budget; and lastly, to inspire his alumni to work for the good of the college, in season and out of season." Discusses each of these in turn.

640. RECK, W. EMERSON, 1903– . *Public Relations: A Program for Colleges and Universities.* New York: Harper &

Bros., 1946. xiv, 286 p. (*Author:* Director of Public Relations, Colgate University, New York.)

Contains one chapter, "The President and the Public Relations Job" (p. 30–76), and numerous references elsewhere to his influence on public relations. "Success of the public relations program in any college or university will depend to a large extent upon the relationships that exist between the president and the director." Discusses various factors involved, and quotes five principles for successful president-director relationship as formulated by Raymond A. Kent, late president of University of Louisville, Kentucky.

641. TURBERVILLE, GUS, 1923– . The President as Fund Raiser. *Coll. & Univ. Bus.*, 24: 21–23, June 1958. (*Author:* President, Northland College, Wisconsin.)

States that the ideal college president is a scholar, politician, writer, orator, humorist, salesman, and beggar in behalf of others.

642. WEEKS, ILA DELBERT, 1901– . University Presidents and the Publics. *In* National Association of State Universities, *Proceedings*, 1950: p. 12–25. Excerpts in *Sch. & Soc.*, 72: 321–324, Nov. 18, 1950. (*Author:* President, University of South Dakota.)

"What are the practices of university presidents in relation to their several publics? . . . If we could know something rather definite about the relation of university presidents with their faculties, students, governing boards, alumni, legislators and the general public, it would be of inestimable value to newcomers in the much coveted position of university president." Based on questionnaire returns from 46 presidents of institutions in the National Association of State Universities. Responses analyzed in terms of size in three groups, universities with less than 6,000 students; 6,000 to 10,000; and over 10,000. Summarizes briefly 28 types of activity and their frequencies, 14 "common problems," 12 conclusions, and 6 "studies that should be made." See also No. 433.

643. ———. Principles Governing Requests for Educational Institutions. *Sch. & Soc.*, 77: 193–194, Mar. 28, 1953. (*Author:* See No. 642.)

States and discusses three principles: "It is imperative that the chief executive of a state-supported institution accept the principle that the college over which he presides is of, for, and by the people and that it is their wishes which must determine the amount and nature of support which the institution will receive. . . . In the second place, an administrator should be honest in presenting the needs for his institution. . . . The third principle governing a college administrators relations with the law-making body is that he should not lobby for his appropriations."

*See also* Nos. 1, 32, 41, 44, 45, 46, 53, 57, 59, 60, 63, 64, 68, 73, 97, 105, 110, 118, 152, 200, 202, 282, 316, 317, 320, 321, 339, 342, 349, 352, 355, 360, 370, 388, 396, 397, 412, 423, 430, 432, 440, 444, 455, 456, 460, 462, 464, 485, 487, 503, 514, 615.

# VI. *Biography*

"Twenty-seven years ago I was appointed president of a teachers college. With a view of better preparing myself for this new position, I ordered ten or twelve biographies and autobiographies of former distinguished college and university presidents. I read the lives of these great educators with profit and gained inspiration and vicarious experience that have proven a great help to me as a college administrator. So intriguing did I find these volumes, that I ordered others; eventually I became a collector. I have in my library practically all of the biographies and autobiographies of college and university presidents in print today. I have been surprised by the small number of volumes that have been written about these educators; the number of titles I have been able to collect is slightly over two hundred. There must be others, and I am still searching for them."—Herman Lee Donovan, President, University of Kentucky; *in* National Association of State Universities, *Proceedings*, 1955, p. 15. (See also No. 240.)

644. **ANGELL, JAMES BURRILL**, 1829–1916. *The Reminiscences of James Burrill Angell.* New York: Longman's, Green & Co., Inc., 1912. vii, 258 p. *Author:* President, University of Vermont, 1866–1871; University of Michigan, 1871–1909.)

645. **ANGELL, JAMES ROWLAND**, 1869–1949. Abbott Lawrence Lowell: A Discursive Review of Mr. Yeoman's Recent Biography of President Lowell. *Jour. Higher Educ.*, 20: 59–64, February 1949. (*Author:* President, Yale University.)

"No one can read Mr. Yeoman's pages . . . without recognizing with fresh clarity a remarkable personality enjoying one of the great opportunities of modern life and measuring up to it with superb courage and tireless energy." See No. 695.

646. Angell and His Fellows. *Nation*, 102: 377, Apr. 6, 1916.

Comments on the significance of work between 1865 and 1885 of four university presidents whose "names stood out so distinctly above those of all other university presidents as to form an unmistakable group of leaders"—President Gilman, of Johns Hopkins University; President Angell, of University of Michigan; President White, of Cornell University; and President Eliot, of Harvard University.

647. The Average College President Is Wise, Industrious, and 59. *Life*, 2: 44–47, June 7, 1937.

"The typical U.S. college president is primarily neither a financier nor a scholar nor a socialite but a man combining the qualities of all three." Chiefly devoted to portraits and brief personality sketches of James Hampton Kirkland, of Vanderbilt University; Ernest Hatch Wilkins, of Oberlin College; Harold Willis Dodds, of Princeton University; Donald John Cowling, of Carleton College; Rufus Bernhard von KleinSmid, of University of Southern California; Rev. Robert Ignatius Gannon, of Fordham University; Edgar Albert Burnett, of University of Nebraska; Charles Seymour, of Yale University; and James Bryant Conant, of Harvard University.

648. Bardeen, Charles William, 1847–1924. *A Dictionary of Educational Biography, Giving More than Four Hundred Portraits and Sketches of Persons Prominent in Educational Work.* Syracuse, N.Y.: C. W. Bardeen, Publisher, 1901. iv, 287 p. (*Author:* Editor, *The School Bulletin.*)

Includes portraits and brief sketches of lives of 35 presidents of 19 colleges and universities in the United States.

649. Big Man on Eight Campuses. *Time*, 50: 68–76, Oct. 6, 1947. With 7 illustrations.

Cover picture and sketch of life and responsibilities of Robert Gordon Sproul, president of the University of California, with its eight campuses.

650. Butler, Nicholas Murray, 1862–1947. *Across the Busy Years: Recollections and Reflections.* New York: Charles Scribner's Sons, 1939. 2 vols. vii, 451 p.; x, 474 p. With several portraits.

Autobiography of President of Columbia University, 1901–1945.

651. Cordasco, Francesco Madorna, The Role of Daniel Coit Gilman in American Graduate Education. New York: 1959. Abstract in *Diss. Abstracts*, 20: 1254, October 1959.

Unpublished doctoral dissertation (Ed.D.) at New York University. Discusses the educational work of President Gilman (1831–1908) in inaugurating first Ph.D. programs at Yale University, his presidency of the University of California, 1872–1875, his presidency of Johns Hopkins University, 1876–1902, and his presidency of the newly founded Carnegie Institution, "Gilman has been widely acknowledged as a major influence on the development of graduate education in America. His importance has been acclaimed by leaders of both old and new academic institutions."

652. Decker, Clarence Raymond, 1904–, *and* Decker, Mary Bell. *A Place of Light: The Story of a University Presidency.* New York: Hermitage House, 1954. 288 p. (*Authors:* (1) Former President, University of Kansas City, Missouri; (2) his wife.)

"This is a personal history—the story of almost twenty years in the lives of two people who were fortunate in having shared in the adventure of building a new university. . . . It makes no pretension to being a definitive history of the University of Kansas City. . . . It is a story of joy and pain, success and stalemate, triumph and trial, work and play—in short, a story of human beings engaged in a dynamic venture."—Foreword. Reviews by F. J. Donahue, *America*, 91: 111, Apr. 24, 1954; and by G. E. Snavely, *Assoc. Amer. Coll. Bull.*, 40: 423–424, October 1954.

653. Denison, John Hopkins, 1870–1936. *Mark Hopkins: A Biography.* New York: Charles Scribner's Sons, 1935. xii, 327 p. With portrait as frontispiece.

Biography of president of Williams College, 1836–1872.

654. Eastman, *Mrs.* Rebecca Lane Hooper. 1897–1937. Seven Presidents at Home: Little Journeys to Our Women's Colleges. *Lad. Home Jour.*, 46; 35, 60, December 1929.

Gives portraits, personality sketches, and educational opinions of Virginia C. Gildersleeve, Barnard College; Marion Edwards Park, Bryn Mawr College; Mary E. Woolley, Mount Holyoke College; Ada L. Comstock, Radcliffe College; William Allan Neilson, Smith College; Henry Noble McCracken, Vassar College; and Ellen Fitz Pendleton, Wellesley College.

655. Franklin, Fabian. 1853–1939. *The Life of Daniel Coit Gilman.* New York: Dodd, Mead & Co., 1910. 446 p. With three portraits.

Biography of first president of Johns Hopkins University (1875–1901), and President, University of California (1872–1875.) Three chapters written by William C. Gilman (brother), Emily H. Whitney, Margaret D. Whitney, and William Carey Jones. Final chapter by Dr. Gilman's widow, Mrs. E. D. W. Gilman.

656. Freeman, Douglas Southall. 1886–1953. *R. E. Lee: A Biography.* New York: Charles Scribner's Sons, 1935. 4 vols. (*Author:* Editor, Richmond, Virginia, *News-Leader.*)

In Vol. 4, much of Chapters 13 to 27 (p. 215–492) deals with General Lee's presidency of Washington College, Lexington, Virginia, now Washington and Lee University, where he was president, 1865–1870.

657. Gegenheimer, Albert Frank. 1910– . *William Smith: Educator and Statesman*, 1727–1803. *Philadelphia:* University of Pennsylvania Press, 1943.

ix, 233 p. With foreword by Laurence Henry Gipson.

Biography of first Provost of University of Pennsylvania, 1755–1789.

658. Gilman, Daniel Coit, 1831–1908. *The Launching of a University and Other Papers: A Sheaf of Remembrances.* New York: Dodd, Mead & Co., 1906. 386 p. Portrait as frontispiece.

Material, much of it autobiographical in nature, of the first president of Johns Hopkins University, 1875–1902. See also No. 655.

659. Goodspeed, Thomas Wakefield, 1842–1927. *William Rainey Harper: First President of the University of Chicago.* Chicago: University of Chicago Press, 1928. xi, 242 p. With portrait as frontispiece. Preface by Charles T. B. Goodspeed and Edgar J. Goodspeed. (*Author:* Died before the work was finished. His two sons completed the fifth chapter and wrote the sixth chapter.)

Biography of first president of the University of Chicago, 1891–1906.

660. Haight, Elizabeth Hazelton, 1872– . *The Life and Letters of James Monroe Taylor: The Biography of an Educator.* New York: E. P. Dutton & Co., 1919. xi, 391 p. (*Author:* Professor of Latin, Vassar College, New York.)

Biography of president of Vassar College, 1886–1914.

661. Hall, Granville Stanley, 1846–1924. *Life and Confessions of a Psychologist.* New York: D. Appleton & Co., 1923. ix, 622 p. With portrait as frontispiece.

Autobiography of first president of Clark University, 1[illegible]89–1920.

662. Hanus, Paul Henry, 1855–1942. Charles W. Eliot: 1834–1926. *Sch. & Soc.*, 25: 645–654, June 4, 1927. (*Author:* Professor of Education Emeritus, Harvard University.)

Prepared at the request of the editors of *School and Society* as a memorial to President Eliot. With minor changes, delivered also at the annual meeting of the Progressive Education Association, April 28, 1927. "It is impossible, of course, to present an adequate brief account of President Eliot's personality and remarkable achievements; but this paper is intended, so far as it goes, to be a tribute to President Eliot—a recognition of his half century of leadership, both in education and in public opinion on other matters of general interest—the latter especially after his retirement from the presidency of Harvard University in 1909."

663. Herring, Hubert Clinton, 1889– . Neilson of Smith. *Harpers*, 177: 50–61, June 1938. Same in book form, Brattleboro, Vt.: Stephen Daye Press, 1939. Excerpts, *Reader's Digest*, 33: 59–70, September 1938. (*Author:* Director, Social Action Activities, National Congregational Churches.)

Sympathetic sketch of the life and methods of President Neilson, written near the time of his retirement as President of Smith College.

664. Horner, Harlan Hoyt, 1878– . *The Life and Work of Andrew Sloan Draper.* Urbana, Ill.: University of Illinois Press, 1934. ix, 291 p. With Illinois Introduction by David Kinley, President Emeritus, University of Illinois. (*Author:* Assistant Commissioner for Higher Education, University of the State of New York.)

One chapter (p. 97–172) covers President Draper's work while president of University of Illinois, 1894–1904.

665. James, Henry, 1879–1947. *Charles W. Eliot: President of Harvard University, 1869–1909.* Boston: Houghton, Mifflin Co., 1930. 2 vols. xvii, 382 p.; vii, 393 p. With two portraits as frontispieces, and other portraits. (*Author:* Overseer and Fellow, Harvard University.)

Pulitzer Prize biography of President of Harvard University, 1869–1909.

666. Johnson, Allen, 1870–1931. *ed. Dictionary of American Biography.* New York: Charles Scribner's Sons, 1928–1937. 21 vols.

Contains biographies of 138 college presidents. For names see index volume, p. 383–384.

667. Jordan, David Starr, 1851–1931. *The Days of a Man: Being Memoirs of a Naturalist, Teacher, and Minor Prophet of Democracy.* Yonkers-on-Hudson, N.Y.: World Book Co., 1922. 2 vols. xxviii, 710 p.; xxviii, 906 p.

Autobiography of first president of Stanford University, 1891–1913; also President, Indiana University, 1885–1891. Vol. 1 (p. 688–690) contains inaugural address, October 1, 1891. "We come together today for the first time as teachers and students. With this relation the life of the Leland Stanford Junior University begins. It is such personal contact of young men and young women with scholars and investigators which constitutes the life of the university."

668. LEE, ROBERT EDMUND (*Son*), 1843–1914. *Recollections and Letters of Robert E. Lee, by His Son, Captain Robert E. Lee.* Garden City, N.Y.: Doubleday, Page & Co., 1924. xix, 471 p. With Introduction by Gamaliel Bradford.

Biography of General Lee, President of Washington College, Virginia, 1865–1870, now Washington and Lee University.

669. MELLEN, GEORGE FREDERICK. New England College Presidents in the South. *New England Mag.*, 36: 468–480, June 1907. (*Author:* Professor of Journalism, Mississippi State College.)

Gives sketches of lives and educational services of several dozen presidents, classified by Southern States in which they served, who came from New England. Includes portraits of eleven of them.

670. Molders of the American Ideal. *Current Lit.*, 43: 271–278, September 1907.

Personality sketches and characteristics and full-page portraits of nine outstanding American university presidents: Charles William Eliot, of Harvard; Arthur Twining Hadley, of Yale; Nicholas Murray Butler, of Columbia; Benjamin Ide Wheeler, of California; Harry Pratt Judson, of Chicago; Woodrow Wilson, of Princeton; David Starr Jordan, of Stanford; and Jacob Gould Schurman, of Cornell. "As the institutions have been changing, the character of the men who manage them has been changing. The old ideal of a college president is seldom realized now except in some small and backward institutions. He was rather aged and always venerable. His aspect was spiritual. . . . A surprizing thing is that not one of these nine presidents of leading universities is a doctor of divinity. . . . The first prizes in the university presidencies are now held by other than clergymen."

671. MONTGOMERY, ROBERT NATHANIEL, 1900– . Some Presidents of Muskingum. In *The William Rainey Harper Memorial Conference* (No. 51), p. 141–144. (*Author:* President, Muskingum College, Ohio.)

"The immediate purpose of our gathering here tonight is to do honor to two of Muskingum's most distinguished sons who rendered outstanding service as presidents of two of our leading American universities. I refer to President William Rainey Harper of the University of Chicago, and President William Oxley Thompson of Ohio State University. It seems fitting that while we are honoring these sons of Muskingum, who became university presidents, mention should be made of some of Muskingum's presidents who have made possible our college." Considers Benjamin Waddle, first president, 1837–1838; David Paul, 1865–1879; F. M. Spencer, 1879–1886; Jesse Johnson, 1892–1902, father of Mrs. William Rainey Harper; and John Knox Montgomery, 1904–1931.

672. MORISON, SAMUEL ELIOT, 1887– . *Three Centuries of Harvard, 1636–1936.* Cambridge, Mass.: Harvard University Press. First edition, 1936, viii, 512 p. Second edition, 1942, 325 p.

Covers the presidents of Harvard during these three centuries. For much other material regarding most of these presidents see also same author's *The Founding of Harvard College* (1935), *Harvard College in the Seventeenth Century* (1936), *and The Development of Harvard University Since the Inauguration of President Eliot, 1869–1929* (1930).

673. MONROE, JAMES PHINNEY, 1862–1929. *A Life of Frances Amasa Walker.* New York: Henry Holt & Co., 1923. vii, 449 p.

Life of president of Massachusetts Institute of Technology, 1881–1897.

674. OUELLETTE, VERNON AUSTIN, 1917– . *Daniel Coit Gilman's Administration of the University of California.* Stanford University, Calif., 1951. Abstract in Stanford University, *Abstracts of Dissertations* . . . 1951–52 (vol. 27), p. 652–655.

Unpublished doctoral dissertation (Ed.D.) at Stanford University. "The writer believes that Gilman succeeded so spectacularly at Johns Hopkins University because, in part, at least, he had tested some of his ideas at Berkeley, and also because he had been tried in the administrative kiln and found sound." Discusses California years (1872–1875) in terms of functions, structure, government, administration, aims, curriculum, staff personnel, and student personnel.

675. Palmer, George Herbert, 1842–1933. *The Life of Alice Freeman Palmer.* Boston: Houghton Mifflin Co., 1908. 354 p. Portrait as frontispiece. New edition, with appendix, 1924. 363 p. Portrait as frontispiece. (*Author:* Husband of Alice Freeman Palmer.)

Biography of president of Wellesley College, 1882–1887.

676. Perry, Charles Milton, 1876–1942. *Henry Philip Tappan, Philosopher and University President.* Ann Arbor, Mich.: University of Michigan Press, 1933. With portrait as frontispiece. (*Author:* Professor of Philosophy, University of Oklahoma.)

In two parts. Part I (p. 1–54) is life of first president of the University of Michigan, from 1852 to 1863. Part II, "The Philosopher" (p. 55–165), "was originally submitted in partial fulfilment for the degree of doctor of philosophy at the University of Michigan."

677. Perspectives in American Education: Dwight Bryant Waldo, President, Western State Teachers College, Kalamazoo, Michigan. *Sch. Exec.*, 48: 459–460, June 1929.

Portrait and personal sketch of life and significant educational contributions of President Waldo on occasion of celebration of 25th anniversary of founding of the college.

678. Peterson, Karl George, 1907– . *Andrew Dickson White's Educational Principles: Their Sources, Development, Consequences.* Stanford University: 1949. Abstract in Stanford University, *Abstracts of Dissertations* . . . 1949–50 (vol. 25), p. 467–471.

Unpublished doctoral dissertation (Ed.D.) at Stanford University. "The sources, the developments, and the consequences by which Andrew Dickson White arrived at his 'bright and progressive ideas,' as Daniel Coit Gilman once called them, are the subjects of this dissertation."

679. The President of Yale: Arthur T. Hadley. *Century*, 62: 868–871, October 1901. With full-page portrait.

"I have proposed to myself the attempt to describe Mr. Hadley's characteristics, to show what manner of man he is, to judge of his qualifications as president."

680. President's Week. *Time*, 33: 56–58, June 12, 1939.

Ten portraits and brief *Time*-esque personality sketches of "ten typical and atypical college presidents"—California's Sproul, Minnesota's Ford, Wisconsin's Dystra, North Carolina's Graham, Fordham's Gannon, Harvard's Conant, Chicago's Hutchins, Smith's Neilson, Wellesley's McAfee, and Swarthmore's Aydelotte.

681. Rightmire, George Washington, 1868–1952. William Oxley Thompson. In *William Rainey Harper Memorial Conference* (No. 51) p. 132–140. (*Author:* President, Ohio State University.)

Sketch of life of president of Longmont College (Academy), Colorado, 1885–1891; of Miami University, Ohio, 1891–1899; and of Ohio State University, 1899–1925.

682. Rockefeller, John Davison, Jr., 1874–1960. Appreciation of William Rainey Harper. In *William Rainey Harper Memorial Conference* (No. 51), p. 127–128.

"Dr. Harper was one of the foremost educators this country has ever produced. In his field he was far in advance of the rank and file, as was my father in his field. They were both building for the future, with a farsightedness, a courage, and a soundness of judgment, that has become only the more apparent as time has passed."

683. Rudolph, Frederick. *Mark Hopkins and the Log: Williams College, 1836–1872.* New Haven: Yale University Press, 1956. ix, 267 p. (Yale Historical Publications, Miscellany 63.) With portrait as frontispiece.

Based upon doctoral dissertation at Yale University. Biography of president of Williams College, 1836–1872.

684. Snyder, Henry Nelson, 1865–1949. *An Educational Odyssey.* New York, and Nashville, Tenn.: Abingdon-Cokesbury Press, 1947, 272 p. (*Author:* President Wofford College, South Carolina, 1902–1942.)

Autobiography. Chapter 5, "On Making a College President," (93–107) deals with his selection and inauguration. Discusses the relative importance of the president as educator and as administrator. Chapter 13, "Obstacle Course for College Presidents" (245–263). "If anyone thinks the first ten years of a new college president's service rich in the romance of adventure . . . he fails to consider many things that keep new presidents humble in this walk before God and man."

685. Stanford University's New President. *Univ. Admin. Quart.*, 2: 54–59, Winter 1943.

Sketch of life and professional activities of President Donald Bertrand Tresidder, with statement by Judge M. C. Sloss, vice-president of Board of Trustees, and by Chancellor Ray Lyman Wilbur.

686. SWING, ALBERT TEMPLE, 1849–1925. *James Harris Fairchild: or Sixty-Eight Years with a Christian College.* New York: F. H. Revell Co., 1907. 396 p. With portrait as frontispiece.

Biography of president of Oberlin College, Ohio, 1866–1889.

687. THORP, *Mrs.* MARGARET FARRAND, 1891– . *Neilson of Smith.* New York: Oxford University Press, 1956. vii, 363 p. plus unpaged section of 16 pages containing 29 illustrations. Portrait as frontispiece.

Biography of William Allan Neilson, president of Smith College, Massachusetts, 1917–1939. Reviews by T. E. McMullin, *Educ. Outlook,* 31: 41, November 1956; by O. Tead, *Jour. Higher Educ.,* 27: 460–461, November 1956; by M. Clapp, *Miss. Val. Hist. Review,* 43: 513–514, December 1956; and by K. W. Bigelow, *Teach. Coll Record,* 58: 236–238, January 1957.

688. THORPE, FRANCIS NEWTON, 1857–1926. *William Pepper, M.D., LL.D., (1843–1898): Provost of the University of Pennsylvania.* Philadelphia and London: J. B. Lippincott Co., 1904. 555 p. With portrait.

Biography of provost (president) of University of Pennsylvania, 1881–1894.

689. THWING, CHARLES FRANKLIN, 1853–1937. Some Notable College Presidents. *Review of Reviews*, 62: 409–411, October 1920. *Author:* President Emeritus, Western Reserve University and Adelbert College, Ohio.)

"My manuscript collection of academic history contains a list of all the college presidents of most American institutions, together with a statement of the length of their term of service. The list shows that the average term is brief, not exceeding five years. An examination of the list calls out reflections at once sad and glad. For, with certain marked exceptions, a brief college presidency is an ineffective college presidency. . . . If time be not given to a college presidency, growth becomes uncertain, maturity doubtful, and fruitage impossible. Recent years, however, in academic history, are peculiarly rich in college presidents of long duration as well as of great renown and of rich achievement." Names and briefly characterizes almost a score of them. Then says: "In addition are found at least four college presidents whose concluding official duty was fulfilled at the commencement last June. Their careers in their length of service, or richness of achievement, or uniqueness in method and contribution, are notably outstanding. They are Schurman of Cornell, Smith of the University of Pennsylvania, Hall of Clark, and Dabney of Cincinnati." Portraits and sketches of the lives and educational contributions of these four are given.

690. ———. *Guides, Philosophers, and Friends: Sketches of College Men.* New York: The Macmillan Co., 1927. 476 p. (*Author:* See No. 689.)

Refers to his earlier volume *The College President* (No. 68). "It was a rather theoretical discussion of the chief executive of the American college and university. Possibly, the present volume might be regarded as a sort of application, or personal illustration, of some of the principles, methods, aims, rewards, and perils outlined in the earlier book." Contains 22 chapters, each concerning an educational leader and giving a brief biography, followed by interpretative discussion. Includes the following 13 college or university presidents: Charles William Eliot, Pioneer, Interpreter, Administrator, Citizen; James Burrill Angell, Leader, Friend, Man of Conciliation; Daniel Coit Gilman, President of Vision and Sympathy; Andrew Dickson White, Founder, Diplomat, Author, Gentleman; Cyrus Northrup, President, Of the Big Heart and Creative Spirit; Mark Hopkins, The American College Socrates, an Apostle to Youth; William Rainey Harper, Student, Teacher, President Who Laid Foundation; James Harris Fairchild, Theologian and Preacher Who Enriched Great Traditions; Frank Wakely Gunsaulus, Preacher and Administrator, Loving and Loved; Andrew Sloan Draper, Engineer in Education; William DeWitt Hyde, President Who Taught Philosophy, Philosopher Who Was a College Executive; James Monroe Taylor, President of Strength and of Good Fellowship; William Jewett Tucker, Beloved, A Leader of Students.

691. ———. College Presidents: Whence They Come, Whither Do They Go? What Do They Do? *Sch. & Soc.*, 35: 1–8, Jan. 2, 1932. (*Author:* See No. 689.)

"Not far from one hundred college presidents go out of office each year, and an equal number come in. The average length of the term is about five years. . . . College presidents have come, and still continue to come, from no less than four large groups"—the ministry, the professorship, the deanship, and a previous college presidency. "What is to be said of college presidents respecting their life and work subsequent to their retirement from the great office? . . . There are several fields of service. I wish to comment on three or four to which a president out of office may fittingly devote himself"—service for the people, the ministry, teaching, and diplomacy. The entire article includes the names of approximately one hundred college presidents and their institutional connections, often with brief characterizations, as illustrative of the various groups considered in the article.

692. TUCKER, LOUIS LEONARD. *Thomas Clap, First President of Yale College: A Biography.* Seattle, Wash.: 1957. 464 p. Abstract in *Diss. Abstracts,* 18: 1223–1224, April 1958.

Unpublished doctoral dissertation (Ph. D.) at University of Washington. "Clap virtually reconstructed Yale College in the period of his rectorship and presidency (1740–1766). . . . In this quarter of a century, Yale College, under Clap's dynamic, forceful, oftentimes despotic leadership rose from relative obscurity to challenge Harvard's position as the leading institution of higher education in colonial America." (*Note: Yale Catalogue of Officers and Graduates, 1701–1915,* names four presidents (one pro tempore) between 1701 and 1740 when Clap became president.)

693. VINCENT, GEORGE EDGAR, 1864–1941. William Rainey Harper. In *The William Rainey Harper Memorial Conference* (No. 51), p. 3–23. (*Author:* Former President, The Rockefeller Foundation, New York City. 1917–1929; former President, University of Minnesota, 1911–1917.)

"The man we remember today touched the lives of many thousands. His influence is still a living force. . . . This address will deal with three things: first, William Rainey Harper's preparation for his life work; second, his ideal of a university which was approached by the University of Chicago; and, third, the qualities of mind and character which gave power and direction to his career."

694. WHITE, ANDREW DICKSON, 1832–1918. *Autobiography of Andrew Dickson White.* New York: Century Co., 1905. 2 vols. xx, 601 p.; xix, 606 p. With five portraits. (*Author:* First president, Cornell University.)

Only Volume I deals with his educational career, as university professor at University of Michigan, 1857–1867; and as first president of Cornell University, 1867–1885.

695. YEOMANS, HENRY AARON. *Abbott Lawrence Lowell: 1856–1943. Based on Mr. Lowell's Papers and the Harvard Archives.* Cambridge, Mass.: Harvard University Press, 1948. 541 p.

Biography of President of Harvard University. Review by James R. Angell, *Jour. Higher Educ.,* February 1949. See No. 645.

*See also* Nos. 3, 5, 6, 16, 17, 18, 51, 61, 62, 68, 69, 70, 76, 87, 95, 113, 116, 120, 130, 133, 161, 169, 184, 232, 237, 240, 308, 341, 354, 363, 364, 365, 383, 384, 430, 436, 526.

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